



T.C. MİLLÎ EĞİTİM
BAKANLIĞI

SECONDARY EDUCATION

THE ENGLISH LANGUAGE CURRICULUM

(YEARS 9-10-11-12)

THE CENTURY OF TÜRKİYE
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1. THE ENGLISH LANGUAGE CURRICULUM

1.1. THE BASIC APPROACH AND SPECIFIC AIMS OF THE ENGLISH LANGUAGE CURRICULUM

The Ultimate Goal of the English Language Curriculum

The fundamental goal and target of *the English Language Curriculum of the Century of Türkiye* Education Model is to enable and empower learners to acquire competence in the use of English language so that they can communicate effectively, competently, confidently, authentically, and naturally in all Communities of Practice (CoPs) and contexts that require the use of English, by supporting them according to their needs, ages, levels, interests, styles and aptitudes.

In this perspective, the aims and objectives of *the English Language Curriculum* are to support learners in acquiring and using all the knowledge and skills effectively and successfully so as to express themselves and understand others accurately and appropriately in all social and cultural contexts that require the use of English. In this way, it aims to support learners in successful use of English as a tool, medium, and means to make positive and progressive contributions to life in their own society, to life in the world, and to life in the future.

The Position of English for Türkiye

Spoken by billions of people around the world and used in science, education, the arts, the environment, health, tourism, business, etc., English covers a large geography as a mother tongue, second-administrative/ official language and foreign language. Therefore, it is considered to be the most common language in the world in terms of the number of individuals who speak it, the third most common language in terms of the number of its native speakers, and the most widespread language being used in a geography covering almost 90 countries and regions. This situation facilitates ease of communication at international level.

The global status and role of English are going a significant change. Once regarded and viewed as culturally dominant language, English now serves as an international medium that can help countries to convey their unique circumstances, cultures, and lived experiences from their own socio-cultural perspectives. In *the English Language Curriculum*, the term “foreign language” is preferred for the English language. This term is based on the three concentric “Language Circles/Circle Model” which summarises the use of English around the world. According to this model, the “Inner Circle”, includes countries such as the United Kingdom and the United States of America, where English is used as a “mother tongue/first language/ native language”. They are known as the counties that set the standard criteria for the English language, and as countries where people learn and use it as a “second language”. These countries are home to various people and communities whose first language is not English. The “Outer Circle” are former British colonies where English is used as a “second/official/administrative language”. The “Expanding Circle” countries where English is learnt and used as a “foreign language” and it is not the native language of the learners and users in these countries. According to this classification, Türkiye is in the “Expanding Circle” and is a country where English is taught as a “foreign language”.

The Attributes that Constitute the Unique Character of the English Language Curriculum

There are several attributes which give *the English Language Curriculum* its unique character as described below.

The Focus on the Aspects and Factors of Language Learning

The learners’ learning types, resulting from their cognitive, emotional, physical, social and learning culture aspects, and also factors of learning such as “age, aptitude, learning styles, motivation level, and personality”, were taken into account in each dimension of *the English Language Curriculum* which includes “field skills”, “learning outcomes”, “learning-teaching experiences and practices”, and “differentiated learning practices”. In the Years 9-12 English Language Curriculum, the “four field skills and three supportive skills”, “learning outcomes”, and “learning-teaching experiences and practices” were designed and developed according to an “inductive and discovery (consciousness raising)-based” approach.

Alignment of the English Language Curriculum with the Common European Framework of Reference for Languages (CEFR)

The English Language Curriculum was aligned with the Common European Framework of Reference for Languages (CEFR) by comparing and matching the curriculum's content and learning outcomes with the CEFR descriptors. The alignment process took into account the target main and sub-themes, vocabulary, language structures, and social language content, in line with course hours, the socio-cultural context, and the aim of preparing for the future of foreign language education in Türkiye.

CEFR level A1 has been adapted as A1.1, A1.2, A1.3 in Years 2, 3 and 4 for Primary Education. CEFR level A2 has been adapted as A2.1, A2.2, A2.3, A2.4 in Years 5, 6, 7, and 8 for Lower Secondary Education. CEFR Level B1 has been adapted as B1.1, B1.2, B1.3, B1.4 in Years 9, 10, 11, and 12 for Upper Secondary Education. *The English Language Curriculum* for the Multilingual Foreign Language Programme includes CEFR Levels A2+B1 in Year 5. CEFR Level B2 has been adapted as B2.1, B2.2, B2.3 levels in Years 6, 7 and 8 for Lower Secondary Education. The Upper Secondary School Preparatory Programme has been adapted to A2+ B1 levels. CEFR Level B2 has been adapted as B2.1, B2.2, B2.3, B2.4 levels in Years 9, 10, 11, and 12 for Upper Secondary Education after Preparatory Programme.

Four Field Skills and Three Supportive Skills in the English Language Curriculum

The English Language Curriculum is based on four field language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression) and additionally three supportive language skills (grammaring: selection-use, vocabulary: selection-use, and pronunciation: selection-use). Most of the time, "grammar knowledge, vocabulary knowledge, and knowledge of phonological aspects (pronunciation)" have been accepted as content knowledge in the language skills literature because they are based on the "recognition" stage of the receptive language skills. However, the "selection and use stages" of these skills should be clearly defined, and it should also be emphasised that they relate to the production stage of language. Otherwise, this gap in the literature may lead to confusion and misunderstandings. Once target grammatical items, target vocabulary and phonological aspects have been receptively recognised and identified in context as part of linguistic competence, they need to be selected and used accurately, appropriately, and efficiently in the interaction or communication phases involved in acquiring productive skills. This always happens in the natural flow of language practice however has not been precisely and openly named and defined in the foreign language literature. In *the English Language Curriculum*, the position, place, and application of these skills are clearly named, defined, and described to be consciously used in practise. *The English Language Curriculum* emphasises their importance without changing the status and importance of four field language skills recognising that all those field skills and these supportive skills have an interdependent, reciprocal, and effective relationship for language acquisition, learning, and development.

Terminology for Language Skills

When referring to language skills, the listening skill is described and used as "listening/watching-comprehension (meaning making) skill" rather than simply "listening"; while the reading skill is described as "reading-comprehension (meaning making) skill" rather than simply "reading" as receptive skills. Similarly, the writing skill is described as "writing-expression skill" instead of just "writing" and speaking skill is described as "speaking-expression skill" instead of just "speaking" as productive skills. The selection and use of grammar, vocabulary and pronunciation as supportive skills are described as "grammaring: selection-use skill, vocabulary: selection-use skill, and pronunciation: selection-use skill" in *the English Language Curriculum*.



Infographic: Field Skills and Supportive Skills

Reducing the Number of Themes

The English Language Curriculum has been simplified by considering the number of the weekly lessons by reducing the number of themes. It is organised in such a way so as to confirm that the themes are covered in greater depth and that all the skills activities are implemented effectively by allocating sufficient time. In addition, "consolidation, differentiation, and reflection" activities are integrated into this thematic structure. Since the number of themes has been reduced, the content of each theme might appear dense, however, this is due to the revisional and consolidating nature of the whole programme. Even though there are fewer themes and they may seem dense, they actually include less content compared to previous programmes.

Simultaneous and Common Revision Programme

In *the English Language Curriculum*, a four or three-week revision programme at the beginning of each academic year has been planned and designed for all years and levels. This revision programme has been prepared by merging eight themes in each year into two themes to be taught at the beginning of the year. Lesson materials are to be designed for this situation for the revision of the previous level before each new level in the programme. Thus it is aimed to regulate all levels of English by providing that they are revised simultaneously and with the same content in each level in every part of our country. There is also an orientation programme for one or two weeks at the beginning of the school year to be applied in all schools nationwide.

The Unique Thematic Model

The thematic sequence of *the English Language Curriculum* is based on eight main themes covering eight major concepts of life in all years and at all levels. Then, each main theme is divided into sub-themes which cover the main concepts in more detail and in smaller units. The sub-themes of the main themes are organised in a structure that complements each other but gradually deepens and becomes more comprehensive as years and levels progress. However, sub-topics change across all years and levels and are not the same in any year or level. In this way, the aim is to cover all life-related subjects and concepts throughout learners' language education and to equip them with the ability to understand, express and communicate their knowledge, thoughts, and feelings in English.

Vocabulary Sequence and Distribution

In *the English Language Curriculum*, the lexical items belonging to each sub-theme are carefully clustered and arranged according to the specific sub-theme content and the sequence of the programmes from A1 to B2. A vocabulary target has been set for each programme and these targets have been carefully arranged to be implemented both in terms of international standards and in terms of the originality and uniqueness of *the English Language Curriculum* prepared for the Turkish context. For the selection and distribution of the vocabulary, the frequency lists and categories from English corpora in dictionaries, as well as the

content produced by leading publishers and international exams, have been reviewed, analysed, and studied. Vocabulary clusters have been listed according to each sub-theme in the programme. These clusters have been examined multiple times discreetly, and word lists have been created for the entire English Language Curriculum.

Background Grammar

The English Language Curriculum adopts a contextual and continuous approach to grammar learning that previously learnt structures are reused in the context of new themes. A revision programme, implemented at the beginning of each academic year, is designed to reuse all grammatical knowledge from earlier years by recalling and consolidating them in context. In addition to this, it provides opportunities for students to encounter and reuse earlier content, supporting the acquisition of new target structures. Rather than reteaching these prior elements explicitly, they are embedded naturally within the context of some theme, functioning as supportive features alongside new grammatical targets as context and meaning makers. New or previously learned, grammar is not taught through isolated or direct instruction, instead, students are encouraged to understand and internalise grammar through meaningful use and contextual exposure by exploring and discovering their functions, meaning, and use.

Integration of Idiomatic Everyday Social Language Expressions

The aim of including “idiomatic social language expressions” used in real-life situations in *the English Language Curriculum* is to build a connection, appropriate to the students’ age, between the language learned in the classroom and the language used in real life. The goal of using everyday idiomatic social language expressions in every theme and year of *the English Language Curriculum* is to add “currency (up-to-dateness), relevance, fluency, authenticity (realness), and meaningfulness” to the language. In this way, it is intended to develop students’ ability to use the language in different social contexts, to understand and learn about different socio-cultural uses of language, to communicate with speakers of the language through these different socio-cultural uses, to develop respect for diverse socio-cultural uses, to activate emotional and social intelligence during language use, and to use the foreign language in its natural form. The aim is for students to enrich, internalise, and use the foreign language they are learning more naturally.

Differentiated Learning

Differentiated Learning is one of fundamental components of *the English Language Curriculum* of the Century of Türkiye Education Model. In *the English Language Curriculum*, differentiation activities which are held as expanding and supporting activities have been designed by taking the main activities in “learning-teaching experiences” section as central. They are designed by considering the diverse needs of learners to provide a fair and equal learning opportunities to all learners in harmony with their pace and capacity. The design and modification of differentiated activities has been organised in terms of their content and process. Expectations for the end products have been varied since learners’ performance could be different. The environment of learning has also been considered to provide a physically and socially convenient and comfortable milieu for learners. Activities have been carefully graded to achieve the provision of effective and appropriate techniques for a variety of learners with diverse needs.

Integration of Technology into the English Language Curriculum

Technological Pedagogical Content Knowledge (TPACK) is known as a framework to integrate technology into educational programmes in an effective way for teachers to be aware of three major knowledge types: technological, pedagogical, and content knowledge. A significant part of the technological stance of *the English Language Curriculum* has been designed around the three pillars of this framework: helping teachers recognise what they already know about the language (grammar, vocabulary, phonological aspects, etc.); recognising how much they know about how to facilitate learners’ learning (lesson planning, techniques, etc.) and how they can use educational technologies and tools (AI based tools, Internet platforms, etc.); to expand learners’ engagement, and deepen their understanding. The conscious use of technology to improve learning-teaching experiences and practices are supported in this way through several apps for designing materials such as digital stories, summaries, picture strip stories, documentaries, songs, poems and so on

throughout the themes.

“Blended Learning” has been taken as the second conceptual and theoretical framework for the use of technology in *the English Language Curriculum* since it combines up-to-date online and face-to-face teaching methods with technological tools, media, and techniques. In terms of the amount of technology and the types of techniques, ways, and means of the technology integration into the learning- teaching process in all years. In *the English Language Curriculum*, the use of technology refers to the integration of technology into the materials, teaching and learning process of lessons inside and outside the classroom for facilitating, enriching, and expanding learning, using and communicating in English. Theoretically, it is derived from “Active Learning” which aims to use the technology to help learners think and learn more deeply by facilitating their learning process in an enjoyable way, in appropriate contexts through technological means by using real, natural, and authentic language.

Incorporating the Cultural and Moral Foundations of the Century of Türkiye Education Model into the English Language Curriculum

In line with the Century of Türkiye Education Model, *the English Language Curriculum* gives importance to enabling students to develop sensitivity towards national and spiritual values and to recognise their own cultural identities. These aspects have been given particular attention in the curriculum. In designing the sub-themes and the contexts within these themes, care has been taken to ensure that the content aligns with students’ cultural identities and these core values. To this end, the programme incorporates activities related to sports, arts, literature along with moral values and traditions, national and religious days, celebrations, and events.

This approach aims to both strengthen students’ connection with their own national, cultural, and global worlds and enable them to express their national and cultural elements while learning English. In this way, *the English Language Curriculum* demonstrates consistency with the national, cultural, and pedagogical framework of the Century of Türkiye Education Curriculum model. In this line, some examples to the national, religious, traditional and cultural celebrations and days are presented below.

National Celebrations and Important Days
18 March Çanakkale Victory and Martyrs’ Day
23 April National Sovereignty and Children’s Day
19 May The Commemoration of Atatürk, Youth and Sports Day
15 July Democracy and National Unity Day
30 August Victory Day
29 October Republic Day
10 November Atatürk Memorial Day
24 November Teachers’ Day

Religious Celebrations
Eid al-Fitr (Eid-al-Ramadan)
Festival of Sacrifice (Eid-al-Adha)
Traditional and National Sports Events in Türkiye
Archery
Oil Wrestling
Mounted Javelin Game
Handkerchief Grab
Sack Race
Tug of War
Cultural Days and Weeks
26 September Turkish Language Day
20 November Children's Rights Day
Last week of March Library Week
Customs and Traditions
Visiting Elders on Religious Holidays
Ramadan Iftar Meals
Hospitality

Infographic: National, Religious, Traditional and Cultural Celebrations and Days

Philosophical, Theoretical, and Methodological Stance of the English Language Curriculum

Philosophical Approach to Learning and Teaching

In *the English Language Curriculum*, the philosophical background does not refer to a background that defines foreign language education as the transfer of structures to the student, but to a background that aims at the individual, cultural and social perception, formation and development of the learner. In *the English Language Curriculum*, as in any field of education, the teaching of English as a foreign language is based on a number of philosophical approaches. This foundation includes the basic principles that reveal the goals, nature, organisation, and teaching processes of foreign language education. The theoretical approaches of applied linguistics, which establish the theoretical framework of teaching English as a foreign language, are also positioned on this philosophical background. In addition, the design, implementation, and evaluation of the curriculum are also shaped on this background.

The components of the philosophical foundation of *the English Language Curriculum* can be considered as "the aims and objectives of learning English", "the process of learning English".

a) The Aims and Objectives of Learning English

Individual formation and development goals that describe English language learning as a phenomenon contributes to cognitive, emotional and spiritual development and supports individual development not only for communication but also as a means of thinking and perceiving.

Cultural goals and objectives that describe the phenomenon of English language learning as contributing to learners' awareness of and respect for their own culture, awareness of the existence of other cultures in the world, and understanding and respect for people from their and other cultures.

Social aims which recognise that learning English is about first expressing oneself effectively and accurately, then understanding other people accurately and communicating effectively with them in contexts such as school, family, neighbourhood, country, the world and so on.

b) The Process of Learning English

In *the English Language Curriculum*, the process of learning English refers to individual formation, growth, and development. The process dimension is reflected in the English Language Curriculum through various "Applied Linguistics" approaches. This theoretical background has been synthesised in the teaching of English as a foreign language in all English classes and themes **of the programme**, and this synthesised theoretical background has formed the background and framework for defining the content and implementation of the English Language Curriculum.

Action-Oriented Approach to Foreign Language Learning-Teaching Process in the English Language Curriculum

One of the major principles of the Action-Oriented Approach (AOA) is described as enabling learners to perform for succeeding in communication in real-life socio-cultural contexts as stated in the 2020 version of the CEFR Handbook. Learners' involvement in the learning process and their awareness on the social nature and use of language learning is of great importance in AOA. Learners are expected to be aware of their own individual learning and also of the relationship between the consequences of their personal learning and the social life. These principles are in harmony with the academic stance of *the English Language Curriculum* which is based on these autonomous, purposeful, communicative, and collaborative learning in socio-cultural contexts in and out of the school. These characteristics of *the English Language Curriculum* direct the attention from the language itself to "how to learn and how to use it" perspective in the AOA as stated in the CEFR. Linguistic elements are the means of English language learning to be able to use them autonomously and collaboratively with peers and other people in social and cultural contexts. In *the English Language Curriculum*, the aim for learners is to interact and communicate successfully, but then to transfer their knowledge and skills as successful communicators contributing to their own development, to their own society in which they live in and also to the whole world through English as their foreign language, wherever the use of English language is needed.

To bring these ideas to life, each sub-theme of the main theme in *the English Language Curriculum* is used to build up a micro socio-cultural context with all possible real-life situations through relevant materials and bring them into the classroom. Learners first learn what these concepts in the sub-themes are about with the help of linguistics elements such as words, phrases, sentences, use of grammatical items and so on. Then they understand and learn how these linguistic elements function in creating semantic meanings in English. They learn how to use them in communicating with other people to express their own understandings through their knowledge, thoughts, ideas, and feelings, and then to understand the perspective of other people in English. Ultimately, the aim of *the English Language Curriculum* for learners is to transform their communicative competence, capacity, and ability to be good communicators and contributors in their community, in different (multilingual) societies, and in the world to make it a better place.

In *the English Language Curriculum*, this transformation is processed through several communicative activities, tasks, projects, assignments, and performances throughout the themes. Learners work on many activities and tasks to learn how to interact and communicate, then they transfer this knowledge and skills to where they work both individually and collaboratively on real-life topics and socio-cultural contexts of each theme of *the English Language Curriculum* to access issues, challenges, problems and their remedies about the facts and situations in their immediate or distant environment.

Post-Method Approach

The English Language Curriculum does not rely on and adhere to a single language teaching method but synthesises various English language teaching approaches, methods defined and described by different approaches and theories, combining them by selecting and using appropriate techniques from them in a meaningful way. This combination has been designed in line with the basic objectives in all years of *the English Language Curriculum*. The aim of this combination is to facilitate learners' learning processes so that they can develop their basic language skills, gain communicative competence and use English effectively, naturally, and competently in real and natural life contexts. This synthesis has been adopted in *the English Language Curriculum* and explains the methodological stance of it.

This stance in *the English Language Curriculum*, is not based on a specific and single teaching method; it defines and describes the selection of the appropriate and suitable techniques and activities for the appropriate and suitable learner, place, time, context, situation and purpose, with an emphasis on factors affecting language acquisition and learning, such as learners' age, learning styles, motivation levels, aptitudes, and personality traits, as described in the Post-Method Era Approach to teaching languages.

In the "Post-Method Era" perspective of the programme, various up-to-date and traditional methods such as "the Action-Oriented Method of CEFR", "the Communicative Method", "Blended Learning", "Flipped Classroom", "Situating Learning", "Digital-Artificial Intelligence Supported Learning", "Contextual and Authentic Learning", "Social Learning", "Collaborative Learning", "Learning Through Drama", "Task-Based Language Learning Design", "Total Physical Response", "Community-Language Learning", "Multiple Intelligence Theory", and "Suggestopedia", are considered as part of the approach. "Field skills", "learning outcomes" and "learning-teaching experiences" sections in *the English Language Curriculum* have been organised in accordance with this methodological background. The practical implementation of *the English Language Curriculum* is planned according to this theoretical and academic stance by taking learners' ages; cognitive, emotional, physical, social, cultural aspects; learning styles; and interests into account.

Socio-Cultural Approach and the Communicative Approach

In the design and formation of *the English Language Curriculum*, one of the basic foundations is the "Socio-Cultural Approach" which posits that language acquires meaning within social and cultural contexts, and that language learning enables individuals to interact with different cultures while maintaining their own cultural identity. This approach is based on the interaction between language and culture and fosters intercultural understanding. This approach has been proposed and developed by many applied linguists and has been adopted as one of the central conceptual and theoretical foundations of foreign language education.

English can make important contributions to both individuals and societies in terms of their personal development, access to information, various personal, educational, professional and business opportunities, their ability to understand and convey cultural differences, and participation in universal communication. Today, it is widely used as a global means of communication among individuals and societies in a number of fields such as education, science, the arts, technology, business, media, and diplomacy.

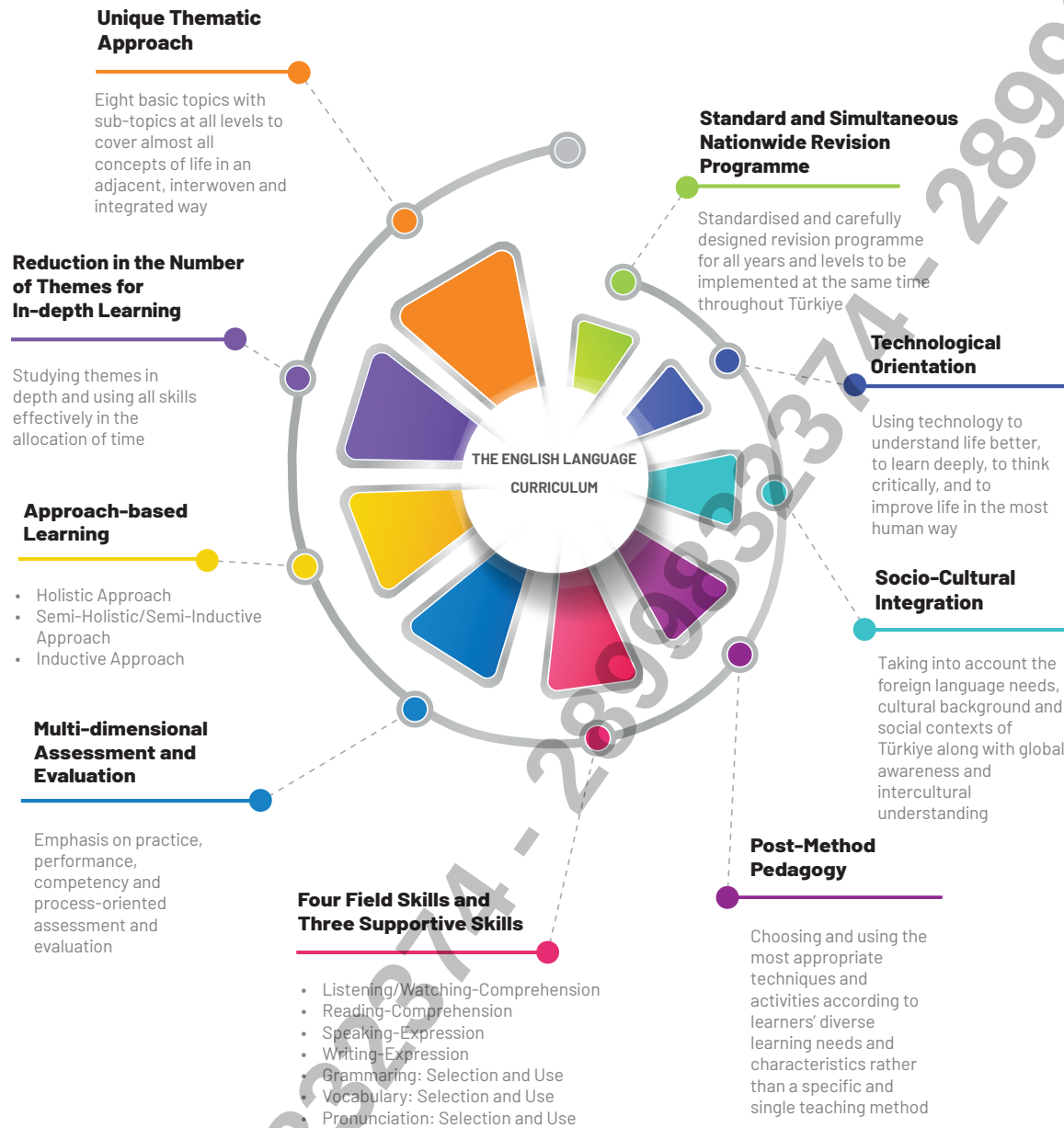
Through different forms and varieties of English, it can enable speaking communities by articulating speaking communities to express their own identities and can allow different individual and local voices to be heard in global communication contexts rather than dominating with its culture and nativeness through its changing role in the world. In creating themes and course contents of *the English Language Curriculum*, the "Socio-Cultural Approach" has been adopted as part of the conceptual and theoretical framework, emphasising that English can serve as a common means for people to express their social and cultural voices.

Approaches to Learning and Teaching in the English Language Curriculum

The English Language Curriculum is based on the General Aims of Turkish National Education and the Basic Principles of Turkish National Education as expressed in Article 2 of the National Education Basic Law No. 1739. In this curriculum, students are seen as "active participants", "active observers", "responsible learners", "discoverers", "context members", "communicators", "explorers", "problem solvers", "members of learning communities", "receivers and providers of feedback", "reflectors of thoughts and emotions", "innovative

practitioners and producers”, “competent language users”, “co-facilitators” and “social agents”. Within this scope, the objectives concerning students are as follows::

- 1) They are expected to:
 - a) recognise, perceive, identify, understand, and interpret oral/verbal (auditory) and written (visual) content, which contains the language with target language structures, vocabulary and social language correctly and efficiently.
 - b) apply this knowledge and related skills to their own lives and use it effectively in oral/verbal or written communication in English
 - c) use this knowledge and related skills to understand social and cultural differences to communicate with other people effectively in English.
- 2) They are expected to find remedies for the problems and issues in the content by recognising, perceiving, and making sense of the functions of the language with the target language structures, words and social language that they are learning, and to express these remedies.
- 3) In case of a language communication problem with others, they are expected to share the solution with a content that includes the language with the target language structures, words and social language functioning well and can contribute to healthy communication.
- 4) They are expected to understand and respect the content including rules, principles, situations, thoughts, feelings, and values of other cultures.
- 5) In situations that require provision of information and/or discussion of content, they are expected to be able to convey this information in a language that includes target language structures, words and social language in a form that they function accurately, and others perceive and understand it.
- 6) When discussing ideas and opinions, they are expected to justify their ideas and opinions in a consistent and valid way in communication with others by using understandable, accurate and appropriate English.
- 7) They are expected to use the content in English automatically, authentically, naturally and appropriately in the necessary and appropriate contexts at school and in their personal and social lives outside school.
- 8) They are expected to have a holistic perspective in understanding different information, emotions, thoughts and justifications with the help of language skills, the accumulation of knowledge, thoughts, and opinions they have gained as a result of understanding, perceiving, analysing, synthesising and evaluating the content, and to reflect this perspective in communicative exchanges and discussions they have with others in English.
- 9) They are expected to acquire social-emotional skills, literacy skills, higher-order thinking skills and values by integrating them with English language learning skills.
- 10) They are expected to use all the language skills and other skills integrated with English language skills that they have acquired to improve and develop their own and others’ living conditions; to use them for the benefit and development of their country; to use them to develop living conditions in the world and in nature; to play an active role in designing and shaping the future by using these skills to develop innovative and creative ideas.



Infographic: The English Language Curriculum

1.2. PRINCIPLES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM

- *The English Language Curriculum* has been structured in alignment with the "Common Document of the Century of Türkiye Education Model". This document should be taken into consideration in planning English lessons; designing and preparing course materials; planning assessment and evaluation processes (both for formal and alternative and process-based assessment and evaluation), designing and preparing assessment and evaluation materials; designing and preparing the contents of coursebooks and other supplementary teaching materials. All educational activities should be planned and carried out to ensure that the learner profile in the Common Document of the Century of Türkiye Education Model is achieved.
- As the *English Language Curriculum* will be implemented gradually, the deficiencies and problems in the prior learning processes related to the existing level in English should be determined by the teachers in English departments of the schools. The content to address these deficiencies and problems should be determined in the departmental meetings at the beginning of the academic year and should be implemented throughout the educational process. There is a revision programme in *the English Language Curriculum* for each year (grade), to be implemented simultaneously throughout Türkiye. This

revision programme consists of the content of the previous level for each new level and/or year (grade). There will be two or four revision themes according to the type of the programme before the first theme of the syllabus prepared for each level and/or year (grade) which will take place in the teaching materials. In this way, learners can both remember the content of the previous level and also can be prepared for the themes of the new level. The revision programmes of English lessons for all years (grades) in Türkiye will contribute to standardisation throughout the country.

- Field skills are used as the basis for creating the learning outcomes in *the English Language Curriculum*. Process components are identified for each field skill, as well as for each learning outcome. These process components are the basic elements that provide access to the learning outcomes. Accordingly, each process component needs to be experienced by learners in the English language classroom.
- *The English Language Curriculum* is structured on “foreign language field skills and supportive skills” included in the Common Document of the Century of Türkiye Education Model.
- In *the English Language Curriculum*, activities and applications have been designed by considering most appropriate approaches, methods, and techniques according to their ages, and language levels. In line with the Post-Method Era Approach to teaching English as a foreign language, the emphasis is on selecting the accurate, appropriate, suitable, and effective techniques and activities for the right place, time, context, material, situation and purpose, according to the age and level of the learners, rather than a specific and single teaching method. Factors that affect language acquisition and learning such as the learners’ age, learning styles, motivation levels, aptitudes, interests, and personality traits are given significant consideration. This strand should be considered and used in an accurate, meaningful and effective way in lesson planning and implementation. Appropriate techniques that can respond to learners’ ages, learning styles, aptitudes, language levels, areas of interest, motivation levels and communication needs and also physical conditions they are in, should be considered, and necessary activities should be designed and implemented accordingly. In this way, they can be supported to acquire and develop their language competence in English. The activities based on techniques from different methods should not be designed in an aimless and ordinary way but in a way that helps learners discover their own learning purposes, ways, situations, and desires. Opportunities needed to be provided for learners to reflect on their learning in this way and to improve their own learning through their own reflection. Individual and collaborative reflection has a great importance in *the English Language Curriculum*, and has taken place as the last component of each field skill and learning outcome.
- The first of the two Receptive Skills in *the English Language Curriculum* is the “Listening/Watching-Comprehension Skill”, through which an individual develops to perceive and make sense of the oral-verbal language content produced by a speaker or other source. These sources include the structural features of the language such as the accent, stress, speed, rhythm and also include content and semantic features (related to the theme) such as idioms, terms, words, phrases, clauses, sentences and social and cultural reflections in the context. Learners perceive and understand these with the help of a variety of visuals while learning English during the noticing and recognition” stages. “Reading-Comprehension Skill” is a skill that is developed to perceive and make sense of the written content (text) which is produced with the help of the text type, visual support, use of grammar, use of vocabulary, use of idiomatic language, and the use of all semantic features in this content. Similarly, reading is very important for students to ‘identify, notice, and interpret’ the content and semantic features (related to the theme) such as idioms, terms, words, expressions, phrases, sentences, and the social and cultural reflections in the context. The structural and semantic features of the language are of great importance for both reception and comprehension.
- “Listening/Watching-Comprehension Skill” is a real time, highly fluid and rapid process therefore requires fluid, instant reception and understanding and also rapid and meaningful response and feedback. “Reading-Comprehension”, on the other hand, is a more static, controlled and slower process. In both “receptive skills”, the content conveyed to the learner and learner’s perception of the meaning of the message are based on her/his personal and social relationship to that content. In *the English Language Curriculum* “Listening- Comprehension and Reading-Comprehension” skills, which comprise the

reception, interpretation, and comprehension process in communication, have been organised with this factual information in mind. In the lesson planning and implementation phases of *the English Language Curriculum* activities in which these skills are used need to be carefully planned, created, and arranged with meaningful contextual designs. Learners need to be supported to use these skills in a natural, realistic, effective, efficient, and meaningful way within the context to communicate with others.

- “Speaking-Expression Skill”, is one of the two “Productive Skills” defined, described, and used in the *English Language Curriculum*. “Speaking-Expression Skill” is a verbal skill that learners develop while learning a language so as to have the competence to communicate with other people by using the content that includes the target sounds, grammatical items, vocabulary, and semantic expressions of that language effectively and meaningfully. The main elements of “Speaking-Expression Skill” are planning, interaction, and communication. In speaking, the learner develops the ability to achieve social interaction and communicative competence by using proper and meaningful content appropriate to the context, situation, place and time; by producing and using the correct sounds and pronunciation; by expressing information, thoughts and feelings correctly, meaningfully, appropriately, clearly and fluently; and by transferring cultural content and messages appropriately and correctly.
- The second of the “Productive Skills”, the “Writing-Expression Skill”, is the learner’s ability and capability to express and convey his/her own knowledge, thoughts, experiences, and feelings in a meaningful and written form by using the content which contains target grammatical items, vocabulary, various forms of self-expression, types of writing, and rules of the language. The acquisition of “Writing-Expression Skill”, which focuses on transfer, expression and production, begins with the “noticing-recognition-comprehension” of relevant input in the content in *the English Language Curriculum*. The transfer and understanding of information in input is processed through the use of receptive skills such as listening, watching, and reading. The ability and skill to write, express, and explain involves many processes that require planning, implementation and rewriting (by considering the feedback given), and developing the text that allows the development of creativity. This skill is strengthened through different types of writing studies. Activities, plans, and practices in which productive skills are used in *the English Language Curriculum*, need to be carefully planned, designed, and created in a contextual and meaningful way. Learners need to be supported to develop their communicative competence by using their English “Speaking-Expression” and “Writing-Expression” skills in a natural, authentic, automatic, realistic, effective, efficient and meaningful way within the context.
- “Supportive Skills”, as defined and described in *the English Language Curriculum*, are processed with all the other language skills. There is a spiral, interdependent, and reciprocal relationship between the field skills and supportive skills therefore all the skills are used in an integrated, unified, spiral, and interconnected manner. Grammatical, lexical (vocabulary) and phonological aspects of a language are most often taken as content knowledge even if their selection and use are mentioned in the relevant literature without positioning and naming them in a specific way as they are related to learners’ “linguistic competence”. In the recognition stage of language learning, language learners encounter, perceive and recognise grammatical items, lexical items (vocabulary) and phonological aspects (pronunciation, intonation, etc.) and are expected to begin to acquire their “linguistic competence” which will later linked to productive skills. This recognition stage is present in the processing of “Receptive Skills”. It may therefore be necessary to divide the learning of grammar, vocabulary and pronunciation into two stages: recognition stage and selection-use stage. The “use” stage takes place in the processing of “Productive Skills” in language learning through the skills of “Speaking-Expression” and “Writing-Expression”.
- This determination about supportive skills in *the English Language Curriculum* is not for producing new information. It is rather for positioning the information about the selection and use of grammatical, lexical, and phonological aspects as “Supportive Skills” that take place in theory and practice in a vague way and that leads to considering how to empower learners in acquiring their “pragmatic, strategic, communicative, and sociolinguistic competences”.
- “Grammaring: Selection-Use Skill” is the first of the three “Supportive Skills” in *The English Language Curriculum*. It is one of the language skills that is approached in the same way as other language skills by

using the appropriate methodology and context. For Years 9-12 of upper secondary school, “inductive” learning techniques based on “conscious awareness” are used for this skill. For supporting learners to acquire the functions of this competence, appropriate, and correct activities should be selected in contexts that are natural and authentic. These activities should aim to contribute to the acquisition and development of learners’ communication competence by using English grammar as naturally, correctly, authentically, and automatically as possible.

- Grammar “acquisition” is the situation in which children naturally pick up, adopt, and use the grammatical items and forms (and other elements of the language) of their mother tongue, in a realistic and natural environment and context, without conscious focus, without being aware of it, in an automatic, natural and real way. In the case of foreign language education provided at school, it is described as “language learning” (including grammar and other elements of the language). The elements that define language learning are the artificial environment, planning, conscious learning of rules and short-term goals. In *The English Language Curriculum*, teaching grammaring aims to build an environment where learners can communicate by using the language with correct grammar in a natural, realistic and meaningful way in context and on a correct and appropriate methodological basis that can make this possible in a natural, realistic, automatic, and meaningful way. This can only be achieved to a certain extent, and the necessary condition for this, is building a continuous, natural and authentic environment in the classroom where grammar is not taught as a subject by the teacher but through the use of appropriate methods, techniques, materials, and activities. For this reason, the process should be supported by a plenty of natural and realistic repetition, revision, interaction, storytelling, role-playing, and communication activities. In *The English Language Curriculum*, the grammar learning process of primary school pupils (Years 2, 3, 4) is described with the “Holistic Approach”, where the functions of the right hemisphere of the brain are found to be more effective, as explained in the relevant literature, helping them see, hear, and use grammar automatically without being aware of its rules, and where features and activities such as visuals, rhythm, music, movement, drama, and storytelling are used through all aspects affecting learning (physical, cognitive, affective, cultural, and social) together. The process of learning grammar in Years 5 and 6 of lower secondary school is described as the “Semi-Holistic/Semi-Inductive Approach”, using features and activities such as visuals, rhythm, music, movement, drama, and storytelling, which still allow the functions of the right hemisphere of the brain to be effective. At the same time, the functions of the left hemisphere of the brain, which provides awareness, natural and simple inferences, and very simple discoveries, are gradually activated, but there is a condition that grammar should not be taught as a subject by the teacher. Noticing and awareness activities are the most important activities of this approach and do not involve teacher explanation or conscious discovery tasks. For learners in Years 7, 8 of lower secondary school, Years 9, 10, 11, 12 and Year Prep and After Prep-Years 9, 10, 11, 12 of upper secondary school the “Inductive Approach” is described to learn grammar in a meaningful and appropriate context by discovering the rules themselves. The functions of the left hemisphere of the brain are more effective in this discovery process, by being aware of their meaning, function, usage, form, by using higher-level thinking skills such as examining, comparing and classifying, and by making inferences based on their meaning without using terminology or formulations. In this approach, the functions of the right hemisphere of the brain can still be activated through the activities such as visuals, music, movement, drama, and storytelling in the created course content. In the learning process, it is necessary to create continuous, natural, authentic, and realistic contexts and environments where grammar is not taught as a subject by the teacher in the school classroom but is facilitated to help learners use the language by selecting and using grammar with appropriate techniques and activities in these natural and realistic contexts. In *The English Language Curriculum*, activating the functions of both hemispheres of the brain as much as possible in all lessons is encouraged so all the activities need to be carefully planned, designed and created in a contextual and meaningful way in lesson planning and practice so that learners can and use English grammar in a natural, authentic, automatic, realistic, effective, efficient, and meaningful way according to the context, and thus can acquire and develop their communicative competence.

- In English Language Curriculum, one of the three “Supportive Skills”, “Vocabulary: Selection-Use Skill” is based on the learner’s positioning and using the target words after recognising, perceiving, and understanding them through “Receptive Skills” in the target content in a way that is appropriate for the context, situation, place and time. They also remember, recall and add previously learned vocabulary that are appropriate for the situation and context, to the context, and select and use them correctly, effectively and meaningfully. These stages have been identified, revealed and applied in the “process components” of the “field skills” and then transferred to the “learning outcomes”, and finally to the “learning-teaching experiences” sections of the themes in *The English Language Curriculum*.
- “Vocabulary acquisition” is the situation in which children pick up and adopt words without noticing and analysing them in their mother tongue. “Vocabulary learning” on the other hand, is the process that takes place in the artificial environment of the classroom, not in the natural contexts and environments of second/foreign language. In order to be sure that words are used naturally, authentically, correctly, meaningfully, and effectively in learners’ interaction and communication processes, it is necessary to practise them by being aware of their meaning in a way that is appropriate to the context, their form, pronunciation and uses. Activities in which this skill is used should be carefully planned, designed, and created in a contextual and meaningful way in the lesson planning and implementation process included in *The English Language Curriculum* so that learners can use English vocabulary in a natural, authentic, automatic, realistic, effective, efficient and meaningful way in context and thus gain communicative competence.
- The third of the three “Supportive Skills” in *The English Language Curriculum* is the “Pronunciation: Selection and Use Skill”. Phonological skills help learners to use the sounds, accents, rhythms, tones, intonation, and pronunciation of the language correctly; to reflect the content of the speech correctly; and to interact and communicate efficiently and effectively. This skill is supported with activities through listening practice including listening exercises, repetition, imitation, pronunciation exercises, listening to peer recordings and giving individual feedback, listening to individual voice recordings and reflecting individually during automatic selection, use and reflection sessions. As with other skills, the correct and appropriate use of pronunciation facilitates learners’ language learning experience by giving meaning to the content. This content should support the provided verbal information and make the content of the verbal information meaningful. In lesson planning and implementation, activities that use this skill need to be planned, designed, and built in a contextual and meaningful way where learners are expected to use English pronunciation naturally, authentically, efficiently, automatically, and meaningfully.
- *The English Language Curriculum* also aims to support learners to develop their “sociolinguistic and pragmatic competence” through communicative and collaborative activities relevant to different cultural content and contexts. The “social language expressions” used in all the themes are part of this, as learners can access the real- world language by learning them inside the classroom and using them inside or outside the classroom in their personal lives. For supporting learners to acquire “social competence” through meaningful oral/verbal and in written contexts in a way that is appropriate to their English language levels, it is necessary to provide opportunities for them to use English effectively, meaningfully correctly, naturally, authentically, realistically, and fluently in their social communication, inside and outside school. This need to be considered in the design and implementation of all course contents very carefully.
- As described in *The English Language Curriculum*, it is essential that all processes written for “learning outcomes” and “process components” need to be considered and implemented in the lessons. In addition to this, in recommended practice, lesson planning activities should be carried out counting all related and integrated programme components, especially the “learning outcomes and process components” of the relevant theme. All the applications can be differentiated accordingly.
- In the English language classroom, it is necessary to create a learning environment that encourages the active participation of learners. Similarly, a classroom climate in which personal ideas can be shared independently and the development of social and emotional skills is supported should be created.

- Activities such as questioning, researching, observing and experimenting should be carried out with an interdisciplinary and contextual approach, based on the language level of learners in the class. They should be planned and implemented by the teachers of English departments carefully.
- In *The English Language Curriculum*, “establishing links” section has been described and designed as an important part before moving on to the “learning-teaching experiences” section of the themes. The first stage of the three-stages of “establishing links”, should provide the necessary preliminary information to facilitate the processing of the theme. The second stage should summarise what needs to be done to be ready to process the “learning-teaching practices” section. In the last stage, it should be indicated how the learners can use the knowledge, experience, and skills they develop throughout the themes, or to which disciplines they can transfer them and especially in which areas they can use them in their real lives.
- The “learning-teaching experiences” section in the themes is presented in a comprehensive framework to provide learners with a holistic perspective. This holistic perspective is seen as a supportive element for learners. The section guides the teacher to use different teaching approaches, methods, techniques, and activities to facilitate learners to become aware of their own learning and individual learning strategies they can use, to achieve constant learning, to perceive their own learning process, to be aware of the spiral flow and interdisciplinary relationships in the learning process within this holistic perspective along with the social use of the language in social contexts.
- “Reflection” is a significant component of *The English Language Curriculum*. Learning-teaching experiences are organised in a way that “field and supportive skills” and “learning outcomes” gain meaning together within the course flow and facilitate learners to reflect on their learning about the activities. Both individual and collaborative reflection takes place in the flow of “learning-teaching” process as described in the “field skills” and “learning outcomes” sections.
- *The English Language Curriculum* has been prepared by taking into consideration “field skills and supportive skills”, “conceptual skills”, “dispositions”, “inter-curricular components (social-emotional learning skills, values, literacy skills)”, “inter-disciplinary relationships”, “inter-skills”, “content frame”, “generalisations and key concepts”, “indicators for learning”, “learning-teaching experiences (basic acceptations, pre-evaluation process, establishing links, learning-teaching practices)”, “differentiation (expansion and supporting)”, and “teacher reflections”. Therefore, learning outcomes should be addressed in accordance with the principles of progression, spirality, and sequentiality as specified in the themes.
- In the process and flow of “learning-teaching experiences” section, all language skills have been followed from easy to difficult, from known to unknown, from more controlled to more open-ended and communicative, according to the relevant language level. Branching learning has been attempted throughout these processes. Collaborative, interactive, and communicative activities have been suggested throughout the themes constantly. The main aim of foreign language learning, “to communicate by filling information gaps through reciprocal and mutual interaction, sharing, and exchanging ideas”, has been included in the flow of “learning-teaching experiences” section by using all language skills. This flow and methodological stance should be followed in the classroom to facilitate learners’ learning experiences.
- One of the principal aspects of *The English Language Curriculum* is field and supportive skills which are pursued, processed, and developed in a holistic, integrated, spiral and recycling manner within the themes. To provide and maintain this, each theme begins with a holistic introductory story, as a context for teaching and learning the language. The introductory story is planned to be a digital film with a script presenting the linguistic and semantic elements such as target grammar, vocabulary, phonological aspects (pronunciation, intonation, etc.), and social language expressions, appropriate to the language level, needed to learn the theme. The perception of the general topic of the theme is provided with the visuality and movement of the digital introductory story (film). The target grammatical structures, words, pronunciation, and social language expressions in the story are presented both visually and verbally. With the flow of language skills, this introductory story is revisited several times for grammar,

vocabulary and social language content to understand the general topic first. This rich content is used as the basic context throughout the theme. These returns/revisits involve the use of skills beginning with reception and gradually turns into production. By using all skills in an integrated and spiralling way, the learner is enabled to bring the theme into real life and use it in communication.

- *The English Language Curriculum* includes different contents that are consistent with the learning outcomes, taking into account the learners' readiness and learning styles and strategies in a way appropriate to their language levels. Written materials such as puzzles, paragraphs, reading passages, short stories, novels, poems, articles, worksheets, magazines, reviews; visual materials such as illustrated-cartoon-anime-continuous stories, posters, picture cards; preparation and verbal/audio/visual materials such as rhymes, songs, dialogues, games, simple story recitals, podcasts, documentaries, interviews, radio programmes, educational videos, story videos, short films, presentation contents, chat groups, simulations, animations, etc. have been suggested as sources for learning experiences. While preparing such learning-teaching materials, cooperation and collaboration should be provided by department teachers and other branch teachers.
- After the introduction of each theme is provided with a contextual and introductory digital introductory story (film), the flow of all the language skills are given a place in an integrated way. There is a unified design in the "Speaking-Expression" skill to accompany other skills throughout the theme. "Grammaring: Selection-Use, Vocabulary: Selection-Use, Pronunciation: Selection-Use" skills are used and practised with the "gamification" techniques and aimed to be used effectively in communication. The impact of such practice activities on learning should be taken into consideration.
- In *The English Language Curriculum*, the reading skill is of great importance because reading texts create a written context providing input and providing reception of the language. In primary school classes, group, vocal and fun "pyramid reading" and "radio reading" techniques, which are also used for pronunciation are preferred. In secondary school, "silent jigsaw reading" techniques, which are especially useful and effective for crowded classes are suggested. It should not be forgotten that reading should be vocal for pronunciation and silent for meaning. It should also be remembered that aloud reading in turns serves neither purpose and wastes time. Reading skills in *The English Language Curriculum* are studied through reading sections that include the written version of the digital introductory story and also various other reading passages.
- "Content and Language Integrated Learning (CLIL)" is one of the methodological components of English Language Curriculum. In CLIL, English is taught through other disciplines. The main aim is to teach both the content and the language together in a simultaneous way. Culture is also an important part of CLIL. Local, target, and international cultures can be learned through several contents by integrating them into CLIL activities. All language skills are proposed to be used for "CLIL" in *The English Language Curriculum*. Information processing, problem solving, researching, collaboration, critical thinking, and discussion techniques need to be used while working in CLIL. It must be seen as an important means of learning about one's own and other people's cultures, developing awareness of them; seeing new contextual uses of English created with other disciplines, and understanding and explaining content related to other cultures and disciplines in English.
- Consolidation is a significant process in English Language Curriculum. Content covering all grammatical items, target vocabulary, and social language is consolidated on a regular basis through enjoyable and meaningful activities. Ongoing cartoon-anime-picture-photo strip stories with resident characters are suggested to consolidate the content of the themes in a vivid context. All language skills are used to consolidate the content and to provide communication by producing new contents and contexts while revising the knowledge and skills acquired and remembered.
- "Performance Assignments" are also important part of English Language Curriculum, which are based on searching (research), constructing (creating), and presenting real-life productions and remedies several issues. As part of the "Action-Oriented Approach, the Communicative Approach and Task-Based Approach" to teaching and learning, they are processed with versatile activities such as drama, narration, role-play, presentation, gamification, etc. in English Language Curriculum to support learner

autonomy, “differentiated learning”, and collaborative learning. They are used in order to reconstruct the content covering the language including all the target language items, grammar, vocabulary, and social language expressions. In each theme there are many tasks also there is a performance assignment in which students can apply and expand what they have learnt in the theme collaboratively in a new context to strengthen their “productive and supportive skills”. Learners prepare performance assignments to remember, revise, consolidate, use, and produce new and meaningful contexts for all theme contents according to their language levels. Digital means and tools are also recommended to be used in the production of written and visual content with the guidance of the teacher. It is very important that these performance assignments which should be original, creative, versatile, meaningful, revisional, and consolidating should also reflect the perspectives of the learners about learning. The teacher’s and peers’ feedback and individual and collaborative reflection are very significant part of the performance assignments in *The English Language Curriculum*.

- In *The English Language Curriculum* “values” are presented according to the target content in the theme, the process of learning-teaching experiences, and learning outcomes. Learners are expected to internalise these values and reflect them in their daily lives. For this, learners needed to be provided with the opportunity to apply the value they realise during the process of examining and understanding the content in the activities in the themes.
- In the studies conducted in *The English Language Curriculum* or in the products such as projects, portfolios, poems, songs, articles, stories, reviews, etc., attention should be paid to issues related to copyright and protection of personal data. Content should be created that complies with the constitution and laws, considers the sensitivities of individuals or society, reflects national and moral values, and respects the rights and freedoms of individuals. Learners should be made aware of their legal rights and responsibilities when creating and sharing content.
- In *The English Language Curriculum*, the activities included in the expansion and supporting sections in the “differentiation” section do not take place in teaching materials. However, some e-contents are prepared by the material developers for the implementation of their contents. All practices and activities within the scope of differentiation should be planned and implemented by teachers, taking into account the interests, needs, and requests of the learners.
- It is important to include reading texts that broaden students’ horizons, inspire and encourage them, and reflect Türkiye’s achievements to date, its internationally renowned works, its visibility, vision, and recent successes, as well as texts, including digital content, that explain the significant and unique contributions of our country’s institutions and people in *The English Language Curriculum*. It is essential that the selected reading texts align with national, spiritual, cultural, and moral values of our country. Reading materials should be chosen to support the idea that students learn about the values of our history, culture, and civilisation accurately.
- In *The English Language Curriculum*, the aims, objectives, methods, criteria and tools of assessment/evaluation based on the learners’ English levels have been included as an essential part. An alternative assessment/evaluation scheme has been designed to assess/evaluate English-related knowledge and skills in creating new meaningful content and communicating through it. The components of *The English Language Curriculum* have been made a meaningful part of learning and evaluation. Instead of assessing/evaluating “values, dispositions, literacy skills and social-emotional learning skills” with marks and scores, some alternative evaluation tools including classroom-based and/or out-of-classroom activities such as performance tasks, portfolios, projects, diaries, interviews, drama studies, etc. have been used to evaluate their development together. These components are also among the criteria taken into consideration in the evaluation tools and marking/scoring keys of such performances and achievements. These alternative evaluation techniques have been included in *The English Language Curriculum* to evaluate language skills, collaborative activities such as pair and group work, and creative, productive, and communicative activities according to language levels. The evaluation criteria for each skill are listed as “purposes, indicators, application, frequency of use, evaluation tools, and evaluation focus” and are defined and described according to learners’ language level. This list is provided in the entry

section of *The English Language Curriculum*. It is not compulsory to assess/ evaluate every skill in every lesson. Teachers can choose any of the assessment/evaluation tools for the skills on the assessment/ evaluation list according to the needs and learning outcomes of the theme. In school practice, these forms of assessment/evaluation should be varied according to language levels, dispositions, abilities, needs, and special situations of the learners and the context. The measurement and evaluation of performance development, which include knowledge and skills, should contain activities about situations, problems, and solutions that are interesting, related to everyday life. These activities should also be about situations, problems, and solutions that can be encountered in distant or close environments when using English in communication with others. Performance and proficiency in the use of the language should be assessed/evaluated according to these criteria. Learners should be provided with feedback on the linguistic, cultural, and social formation of their performance which is non-judgemental, motivational, supportive, and facilitative of their learning. Throughout the whole assessment/evaluation process, digital technologies can be used to make the applications and implementation more practical and functional.

- Alternative assessment and evaluation techniques and activities for the upper secondary classes are given below. There are different assessment and evaluation applications for each language skill. Teachers do not have to use all of the items in every lesson. They can be selected and used according to the needs and flow of the lesson.
 1. **Evaluating listening/watching and comprehension: Objective:** To listen/watch efficiently for comprehension to be able to engage in spoken language from people or technology-based digital audio-visual materials to develop critical thinking skills by using various strategies and techniques such as listening for gist, listening for scanning, dictation, listening and note taking, collaborative discussions and so on. **Indicators:** Accurate understanding of the spoken content, responses to closed, semi-closed or open-ended questions in comprehension activities, successful participation and turn taking in various listening activities. **Frequency:** At least once in a month, on a regular basis. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on effective comprehension, inference skills, understanding of the main idea, attention to details, interpretation skills and successful engagement in communication by encoding and decoding the messages accurately and meaningfully.
 2. **Evaluating the use of pronunciation: Objective:** To pronounce the target sounds, words, and phrases accurately and appropriately in context. **Indicators:** Clarity in articulation of target sounds, and phrases, appropriate and correct intonation and stress patterns and improvement in pronunciation over time. **Frequency:** Regularly, once in a month. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on accurate pronunciation of words, phrases and sentences, accurate use of intonation and stress patterns when speaking to/with others in the communication process, by using a checklist with descriptors such as "clear", "moderate", "needs to improve" and by giving oral feedback or through written notes for observation and monitoring sessions.
 3. **Evaluating the use of the target vocabulary: Objective:** To select and use the target vocabulary accurately, meaningfully, and communicatively in context. **Indicators:** Accurate word choice, accurate and appropriate use of word types such as antonyms, synonyms, and word forms, integration of vocabulary in speaking and writing tasks accurately and appropriately in context. **Frequency:** During or after observation and monitoring on a regular basis, every two months. **Evaluation/Assessment tools:** A checklist, a rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on the performance in using the target vocabulary in collaborative and communicative activities such as role play, dialogues, discussions, debates, presentations or individual activities such as writing paragraphs, stories, poems, summaries, fact files and taking part in vocabulary jigsaws, etc.

4. **Evaluating vocabulary recording: Objective:** To create personalised paper or digital dictionaries with word-related information, including definitions, antonyms, synonyms, word structure, etc. about the target vocabulary in context. **Indicators:** Regular entries with accurate definitions, antonyms, synonyms, relevance to the target content, organisation, meaningful content, continuity and order. **Frequency:** Every two months on a regular basis. **Evaluation/Assessment tools:** Oral and/or written feedback and a rubric scheme given to students in advance. **Evaluation/Assessment focus:** Evaluation is based on the categories such as accuracy, creativity, effort, completeness and organisation of the entries/submissions.
5. **Evaluating the use of target grammar: Objective:** Selecting and using the target grammar accurately and meaningfully in context. **Indicators:** Accurate and meaningful sentence structures in speaking and writing tasks, accurate and meaningful use of grammar in communicative activities. **Frequency:** During and after observation and monitoring on a regular basis. **Evaluation/Assessment tools:** A checklist, rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on categories and criteria created in evaluation tools as in the following examples: An example of a checklist could be as follows: a) Sentences are complete: YES /NO. b) Word order is logical and clear: Yes/No, etc. An example of a rating scale with a 1-5 Likert scale could be as follows: (1) Errors interfere with meaning (2) Frequent errors, meaning is unclear (3) Errors are noticeable but do not interfere with meaning, (4) Minor errors, meaning is clear (5) Almost no errors. (An example grammar rubric table might include the following criteria and scores: 5 criteria could be used: accuracy, variety, consistency, structural control, appropriateness in the rubrics. They can be scored on 4 levels: (1) poor, (2) needs improvement, (3) good, (4) excellent. For instance, there may be items such as (1) inconsistent use of grammar, (2) inconsistencies distract from clarity, (3) few inconsistencies in grammar use, (4) grammar is consistent throughout the task).
6. **Evaluating reading and comprehension skills: Objective:** To read efficiently for comprehension by using various strategies such as reading aloud, speed reading, silent reading, and jigsaw reading. **Indicators:** Accurate understanding of texts and context, successful participation in various reading activities, responses to closed (display), semi-closed and open-ended questions in comprehension activities, increasing performance in paraphrasing, summarising, interpreting, deducing and critical thinking skills. **Frequency:** At least once in a month, on a regular basis. **Evaluation/Assessment tools:** An observation checklist and/or monitoring grids, a rating scale, and/or rubrics, closed, semi-closed and open-ended/communicative asking-answering exercises and activities, paraphrasing, summarising and deducing sessions. **Evaluation/Assessment focus:** Evaluation will be based on reading fluency, effective comprehension, ability/capability to infer meaning from the text, to interpret text, and to generate critical thinking from the text.
7. **Evaluating speaking skills: Objective:** To talk or give oral presentations on the current content by using meaningful and appropriate language in context. **Indicators:** Effective use of relevant and appropriate target vocabulary, pronunciation and target grammar; fluency; clear organisation; rapport with the audience and delivery. **Frequency:** During observation of presentation sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/or a checklist for observation and monitoring. **Evaluation/Assessment focus:** Evaluation will be based on fluency, coherence, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, audience engagement and successful participation in communication by encoding and decoding the messages accurately and meaningfully.
8. **Evaluating participation and engagement in dialogues: Objectives:** To take turns in dialogues meaningfully and efficiently by using relevant and appropriate target vocabulary and grammar in context. **Indicators:** Proper and accurate use of language with target vocabulary and grammar in context, effective turn-taking, engagement and participation in teacher-student and student-peer dialogues, correct and meaningful responses, clear explanations, engaging in effective and meaningful communication. **Frequency:** Regularly, during classroom activities. **Evaluation/Assessment tools:** An observation checklist and/or rubrics for observation and monitoring.

Evaluation/Assessment focus: Evaluation is based on observed and monitored pair work interactions, collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.

9. **Evaluating participation and engagement in group work: Objective:** To collaborate and participate group work activities meaningfully and efficiently by using relevant and appropriate target vocabulary, pronunciation, and grammar in context. **Indicators:** Effective performance of roles, participation, contribution to group outcomes, efficient and effectively and meaningfully. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** An observation checklist, a rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
10. **Evaluating participation and engagement in drama work: Objectives:** To present, engage in and participate in drama activities such as pantomime stories, role plays, plays and presentations by using effective and meaningful language with target vocabulary and/or the target grammar through acting. **Indicators:** Engagement, creativity, rapport with the audience, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/or a checklist. **Evaluation/Assessment focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, presentation skills, successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
11. **Evaluating self-productions: Objective:** To prepare and produce personal products such as digital diaries/journals, voice recordings, visual recording, projects, portfolios, short films, documentaries, scenarios, blogs, vlogs and so on related to the target theme including the use of target vocabulary, pronunciation, and grammar at school and at home, and to present them to the class at school. **Indicators:** Content relevance, meaningful and accurate use of language with target vocabulary, pronunciation, and grammar in context, accurate, efficient and effective use of supplementary materials. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, a written feedback report and/or a checklist. **Evaluation/Assessment focus:** Evaluation is based on material preparation skills, creativity, organisation, content relevance, coherence, presentation skills, effort, originality, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar, and effective communication process.
12. **Evaluating writing skills: Objective:** To produce written tasks by developing portfolios including sentences, short texts, notes, paragraphs, essays, letters, reviews, response papers, fact files, emails, messages, plans, programmes, timetables, projects, reflective diaries/journals, posters, etc., by using target vocabulary and grammar meaningfully and accurately. **Indicators:** Engagement, creativity, coherence, content relevancy, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, effective presentation skills. **Frequency:** Every two weeks. **Evaluation/Assessment tools:** Rubrics or a marking scheme. **Evaluation/Assessment focus:** Evaluation will be based on organisation, creativity, originality, effort, content relevance, accurate and meaningful use of language with target vocabulary and grammar, and presentation skills.

1.3. THE ENGLISH LANGUAGE CURRICULUM: THEMES, LEARNING OUTCOMES AND TIMETABLES

REGULAR UPPER-SECONDARY-YEAR 9 (LEVEL: B1.1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	-Students of different countries, nationalities, and languages -Capitals of their countries, and tourist attractions -Activities in their capitals and countries - National days and celebrations	24	14	9.72
2. CLASSROOM LIFE	-Classmates, friendships -Daily and study routines -Habits, and activities	24	14	9.72
3. PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY	-Physical appearance in terms of physical features -Personality in terms of personal traits and character	24	14	9.72
4. FAMILY LIFE	-Family members' jobs work routines, -Family members' work activities and workplaces	24	14	9.72
5. LIFE IN THE HOUSE & NEIGHBOURHOOD	-Types of houses, rooms, furniture and activities in the house	24	14	9.72
6. LIFE IN THE CITY & COUNTRY	-Local and international food culture -Food festivals in the city	24	14	9.72
7. LIFE IN THE WORLD & NATURE	-Nature, endangered animals, their natural living conditions and habitats -Protection of endangered animals	24	14	9.72

8. LIFE IN THE UNIVERSE & FUTURE	-Films, film genres -Futuristic films with futuristic ideas -Technology	24	14	9.72
ORIENTATION		-	4	2.7
REVISION PROGRAMME		-	16	11.11
EVALUATION		-	6	4.17
SCHOOL-BASED PLANNING*		-	6	4.17
TOTAL		192	144	100

REGULAR UPPER-SECONDARY-YEAR 10 (LEVEL: B1.2)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-Different types of schools in the world -Regular and extracurricular activities at different types of schools -School anxiety and stress -National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	-Learning activities in the classroom -Personal learning styles -Learning with technology in the classroom	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	-Body parts, human illnesses, and diseases -Human nature and human well-being today and in the future -Fashion and personal fashion preferences	24	14	9.72

4. FAMILY LIFE & HOME	-Family members and their daily routines today and in the past -Hobbies and interests of family members (sports & films) -Different types of houses and families from the world	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	-Activities to do in attractions (cafes, cinemas, gyms, sports clubs) -Getting help from services (pharmacies, hospitals, etc) -Pros and cons of different types of transportation in the neighbourhood and city	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	-Continents, countries, and nationalities -Shopping for food and personal food preferences -Food and food culture from different parts of the world	24	14	9.72
7. LIFE IN NATURE & GLOBAL PROBLEMS	-Natural resources -Global problems related to natural resources -Protecting natural resources	24	14	9.72
8. LIFE IN THE UNIVERSE & THE FUTURE	-Planets and space -Life in the universe -Space explorations	24	14	9.72

ORIENTATION	-	4	2.78
REVISION PROGRAMME	-	16	11.11
EVALUATION	-	6	4.17
SCHOOL-BASED PLANNING*	-	6	4.17
TOTAL	192	144	100

REGULAR UPPER-SECONDARY-YEAR 11 (LEVEL: B1.3)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-Comparing different types of schools -Comparing different education systems -National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	-Comparing different learning activities and styles -Comparing traditional education and modern education with technology	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	-Providing well-being with physical health (body and illnesses) -Providing well-being with mental and emotional health	24	14	9.72
4. FAMILY LIFE & HOME	-Family traditions, values, and customs -Family problems related to sharing a house and solutions	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	-Types of cities -Social life in the rural areas and cities	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	-Cultural (music and art) celebrations in the world -Sports and sports cultures and competitions	24	14	9.72
7. LIFE IN NATURE & GLOBAL PROBLEMS	-Globalisation, problems and solutions -Environmental issues and solutions	24	14	9.72
8. LIFE IN THE UNIVERSE & FUTURE	-Future lifestyles, future technologies and inventions	24	14	9.72

ORIENTATION	-	4	2.78
REVISION PROGRAMME	-	16	11.11
EVALUATION	-	6	4.17
SCHOOL-BASED PLANNING*	-	6	4.17
TOTAL	192	144	100

REGULAR UPPER-SECONDARY-YEAR 12 (LEVEL: B1.4)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE, CLASSROOM LIFE & EDUCATION	-Challenges and coping with challenges for success -Graduation and future plans after school -National days and celebrations	24	17	11.81
2. PERSONAL LIFE & WELL-BEING	-Providing personal well-being through social health -Providing personal well-being with economic stability (fashion addicts, shopaholics)	24	17	11.81
3. FAMILY LIFE & HOME	-The impact of technology on family life -The relationships between the family and community	24	17	11.81
4. CITY & SOCIAL LIFE	-Different communities and lifestyles in the rural areas and cities -Problems related to infrastructure and planning in the city and solutions	24	17	11.81
5. LIFE IN THE CULTURAL AND NATURAL WORLD	-Stereotypes and cultural diversity in the world -Gaining awareness on climate change	24	17	11.81
6. LIFE IN THE UNIVERSE & FUTURE	-Space organisations -Plans and aspirations for the future	24	17	11.81

ORIENTATION	-	8	5.56
REVISION PROGRAMME	-	20	13.89
EVALUATION	-	8	5.56
SCHOOL-BASED PLANNING*	-	6	4.17
TOTAL	144	144	100

*This is the amount of time for the studies (out-of-school learning activities, research and observation, social activities, project studies, local studies, reading studies, etc.) decided to be carried out within the scope of the course by the English Language Departments. The time allocated for these studies is planned during the academic year and displayed in yearly plans. Within the scope of school-based planning, the lesson hours determined at the relevant class level are used to guide students to be able to do plans and carry out studies to contribute to their academic and personal development.

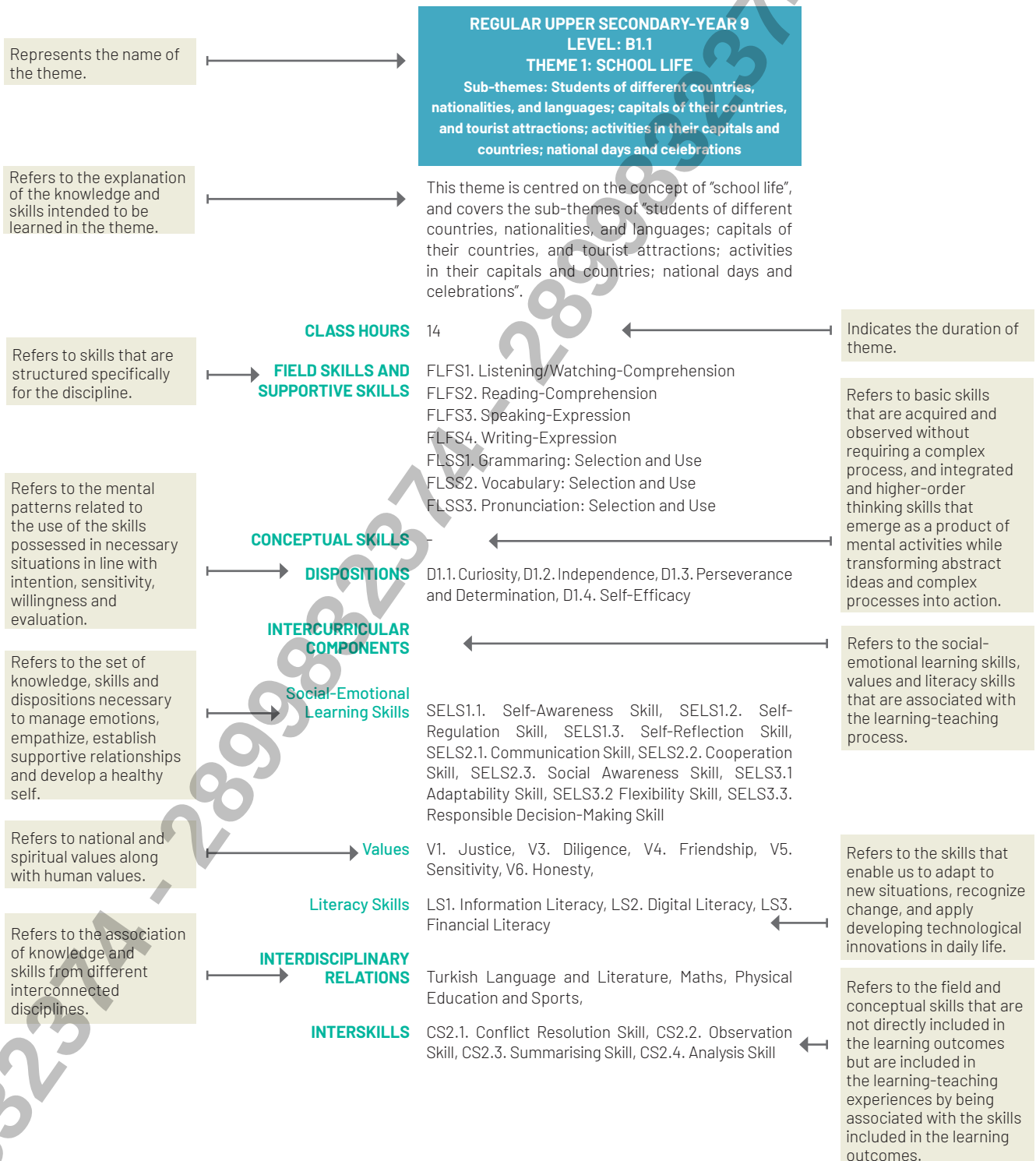
1.4. FORM NUMBERS AND BOOK SIZES OF ENGLISH BOOKS

BOOKS	NUMBERS OF FORMS*	BOOK SIZES
COURSE BOOK ENGLISH 9-10-11	10-14	19,5 cm X 27,5 cm
WORKBOOK ENGLISH 9-10-11	3-7	19,5 cm X 27,5 cm
TEACHER'S BOOK ENGLISH 9-10-11	9-13	19,5 cm X 27,5 cm
COURSE BOOK ENGLISH 12	7-11	19,5 cm X 27,5 cm
WORKBOOK ENGLISH 12	3-7	19,5 cm X 27,5 cm
TEACHER'S BOOK ENGLISH 12	8-12	19,5 cm X 27,5 cm

*The number of forms here indicates the minimum and maximum limits, but they can be changed.

1.5. STRUCTURE OF THE ENGLISH LANGUAGE CURRICULUM

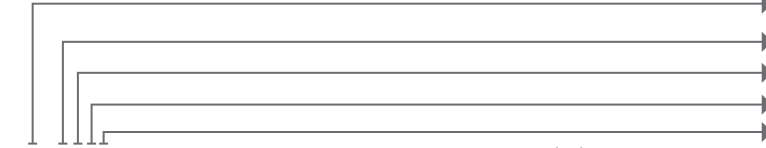
The *English Language Curriculum* has a theme-based foundation and has been designed to be applied in these programmes: Primary Education, Years 2, 3, 4; Lower Secondary Education, Years 5, 6, 7, 8; Upper Secondary Education, Years 9, 10, 11, 12; Multilingual Language Programme, Lower Secondary Education, Years 5, 6, 7, 8; Upper Secondary Education with Preparatory Year and Years 9, 10, 11, 12. The thematic sequence of the *English Language Curriculum* is based on 8 main themes and each main theme is divided into at least three or two sub-themes and the content details are constructed accordingly. The structure of the themes and the explanations related to this structure are presented below in a systematic nature.



Year 9 is structured based on inductive approach.

Refers to the knowledge, skills and process components of skills that are intended to be acquired by the student at the end of learning-teaching experiences.

LEARNING OUTCOMES and PROCESS COMPONENTS



ENG.9.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations".

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.

CONTENT FRAME

SCHOOL LIFE

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"

Refers to the main generalization, principles and key concepts of the discipline.

Generalisations/Principles/Key Concepts

Key Concepts

School life, students of different backgrounds, countries, nationalities from different parts of the world

Refers to the set of information covered in the learning process (boundaries of the section/topic/subtopic).

LEARNING INDICATORS (Assessment and Evaluation)

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.

Refers to the evaluation of learning outcomes and appropriate measurement and evaluation tools.

Refers to the implementation of learning-teaching experiences that are aligned with the targeted student profile and fundamental learning approaches.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning.

Refers to the knowledge and skills that are assumed to be brought from previous learning-teaching processes.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, social, and cultural factors are appropriate and suitable for learning about "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations".

Refers to the evaluation of the prior knowledge and skills required to learn new information and skills and the determination of interests and needs in the learning process.

Refers to establishing a relationship between existing knowledge and skills and newly acquired knowledge and skills, and thus establishing a connection between newly acquired knowledge and skills and daily life experiences.

Establishing Links

Students are asked to recall the concept of "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English.

Refers to the implementation of learning-teaching experiences that are aligned with the targeted student profile and fundamental learning approaches.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (D1.5, V12.1, V13.4).

Refers to learning-teaching experiences that provide students who are more advanced than their peers with expanded and in-depth learning opportunities and develop their knowledge and skills.

DIFFERENTIATION

→ Expansion

Objective: To improve conversation skills on the 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" by using target vocabulary and grammatical structures while gathering and organising information from a reading passage.

Supporting

Objective: To improve and use the language 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" in English by using the target vocabulary by matching countries with their capitals.

→ TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

Refers to learning-teaching experiences related to various expansion and support for students with different learning profiles.

Refers to learning-teaching experiences adapted in terms of environment, content, process and product for students who need more time and repetition in the learning process.

Refers to the evaluation by teachers themselves of the strengths and improvement needs of the teacher and the curriculum.

2. THE THEMES IN THE ENGLISH LANGUAGE CURRICULUM

YEAR 9

REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1

THEME 1: SCHOOL LIFE

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

This theme is centred on the concept of "school life", and covers the sub-themes of "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammatical: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

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".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

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".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

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.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening (to)/ watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation with it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

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.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

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.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using a printed or digital dictionary.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

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.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

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".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

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".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

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.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

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.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*

- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual-written materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

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.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

SCHOOL LIFE

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, 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 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 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: (/æ:/; /aeɪ/; /ə:/; /a:/; /eɪ/; /a:/; /a:/; /ɔ:/; /eə/)

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.)

Generalisations/ Key Concepts

Generalisations

The concept of "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" is present in all languages because it is one of the well-known facts that almost all people, with some exceptions, go to school and meet different people from different backgrounds there. There are some situations where some people live in other countries than their home countries for various reasons such as their jobs in different parts of the world and their children go to schools in those countries where they might meet other students from different backgrounds. In such situations, students exchange information about themselves and their lives as happens in this theme.

Key Concepts

School life, students of different backgrounds, countries, nationalities from different parts of the world, students who speak different languages, home countries, capitals, historical places, tourist attractions and tourist activities, national days, celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. For instance, this theme is based on the students' knowledge of school life, where several students from different countries could meet for education. As students in year 9(nine) of upper- secondary school, they are expected to know what a school life where they meet different students is, what a home country is, what a nationality is, what a capital is, and what a tourist attraction and activity in a city/capital/country is in their own languages. They are also aware that there are

several countries in the world and that students from different home countries may attend schools in other countries because of their family situation such as their jobs and working places. Students can think about and express such situations in their own languages, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language would prepare them to identify the same concepts later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that the students have learnt some vocabulary items for countries such as "Türkiye, England, Scotland, Ireland, the United States of America, Canada, Italy, France, Germany", the nationalities "Turkish, English, Scottish, Irish, Russian, American, Canadian, Italian, French", and the languages "Turkish, English, Scottish, Irish, Russian, American, Canadian, Italian, French". It is also assumed that they have learnt how to ask what things are by using grammatical structures that practise "to be" in the present tense, such as "What is it/this? What are they/these?"; how to ask and answer where things and people are by using grammatical structures such as "Where's/is she/he/it? Where are they/you/we?" in English from the previous themes or years. Recalling and practising with action verbs such as to do, to make, to listen, etc. in English that they have learnt in the previous years would also be helpful as a basis for moving on and learning the current content on the concept of "school life and students with different nationalities". These vocabulary and grammatical structures can be used as a basis for learning the new language grammar in use in the current theme by making the new content easier to learn.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, social, and cultural factors are appropriate and suitable for learning about "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". Therefore, a dialogue game can be played to revise all these vocabulary and grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics and a rating scale throughout these practices.)

Establishing Links

Students are asked to recall the concept of "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “school life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “school life” to prepare themselves to work on guessing the topic of 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” (**V4.5, V5.1, V19.2, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.9.1.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to 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” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V4.5, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the

main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.9.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target 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” as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V4.5, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/ circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/ blackboard: students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V4.5, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3),

(6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.9.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects 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”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.1.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target)

words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.1, D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided

(D3.2, D3.6, V3.3, LS5, CS2.5). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19).** Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1).** As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1).** In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8).** So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials **(D2.5, SELS2.1, V3.4, V4.2, V4.4).** They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4).** These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2).** Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20).** The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3).** When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5).** The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions **(D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20).** Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15).** They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3).**

ENG.9.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.1.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" (**D3.6, V4.5, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what students of different countries, nationalities, and languages; capitals and tourist attractions/activities in the capitals of their countries, national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “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 make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to students of different countries, nationalities, and languages; capitals and tourist attractions/activities in the capitals of their countries, national days and celebrations in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.9.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different students of different countries, nationalities, and languages; capitals and tourist attractions/ activities in the capitals of their countries, national days and celebrations for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V14.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students of different countries, nationalities, and languages; capitals and tourist attractions/activities in the capitals of their countries, national days and celebrations through their writing tasks (**V4.5, V14.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.9.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "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 context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.9.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.9.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.9.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole 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” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To improve conversation skills on the 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" by using target vocabulary and grammatical structures while gathering and organising information from a reading passage.

Activity 1: Collaborative Information Exchange with Jigsaw Reading

The teacher divides a challenging reading passage into two parts and instructs students to work in pairs. One student takes the first part of the passage, while the other student takes the second part. Students are not allowed to see each other's parts. The teacher prepares a blank table on the board with the following headings: name of the person, country name, nationality, capital, language, and tourist attraction. Students fill in the table by asking and answering questions with each other. Once the students complete the activity, the teacher displays the entire passage on the board and provides feedback with the class. Students reflect on their thoughts and feelings about the activity.

Objective: To improve critical thinking and use of language skills 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" by creating and answering questions about different countries, by using the target vocabulary and grammatical structures.

Activity 2: Cultural Quiz

Students are divided into small groups and tasked with creating questions related to countries, capitals, languages, nationalities, and tourist attractions. Each group prepares a set of questions, such as "Which country's capital is Tokyo?" or "What language(s) can Moroccan people speak in Morocco?". Once the questions are ready, the groups take turns quizzing each other. The team that answers more questions correctly wins. This activity encourages students to apply their knowledge creatively and engage in active learning through competition. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To introduce and describe tourist attractions in a city by using target grammar.

Activity 1: Matching Countries and Languages

The teacher distributes cards to the students in two different categories. The first category contains countries, and the second category contains languages. Students match the languages with the correct countries. They show the matched cards to the class one by one, and the class gives them feedback. This activity allows low achievers to recognise target vocabulary in English and learn the languages of different countries. Students reflect on their thoughts and feelings about the activity.

Activity 2: Tourist Guide Role Play

The teacher writes the names of capitals on small pieces of paper and folds them. S/he places these papers in a box. Each student takes a piece of paper from the box. Every student takes on the role of a tour guide and makes sentences like, 'You can visit the Eiffel Tower in Paris' by using 'can' to talk about the capital they have picked. The class provides feedback using emoji cards. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME 2: CLASSROOM LIFE****Sub-themes: Classmates, friendships, daily and study routines, habits, and activities**

This theme is centred on the concept of "classroom life", and covers the sub-themes of "classmates, friendships, daily and study routines, habits, and activities". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS****Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

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".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

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".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

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.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

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.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

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.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

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.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*

- b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.
- c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.
- d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.
- e) Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.
- f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.

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".

- a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.
- b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.
- c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.
- d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.

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".

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.

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.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.

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.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.

- c) *Students produce their new written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

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.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

CLASSROOM LIFE

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, 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 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/; /æ/)

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.)

Generalisations/Key Concepts**Generalisations**

The concept of "classroom life where classmates build up friendships and exchange information about their daily and study routines, habits and activities in class and at home" is present in all languages because it is one of the well-known facts that almost all people, with some exceptions, go to school and meet different people from different daily and study routines, habits, and activities. Majority of children and young people attend school classes where they build up friendships with their classmates by exchanging information about themselves in terms of their daily and study routines, habits and activities in class and at home. Engaging in such conversations allows them to learn about each other and build up stronger relationships.

Key Concepts

Classroom life; daily routines, habits, and activities; study routines, habits, and activities; students with different daily routines/habits/activities, students with different study routines/habits/activities.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/Readiness**

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. For instance, this theme is based on the concept of "classroom life where classmates build up friendships and exchange information about their daily and study routines, habits and activities in class and at home. As students in year 9 (nine) of upper-secondary school, they are expected to know what a classroom life where they meet different classmates is, what a daily routine/habit/ activity is, what a study routine/habit/activity is in their own language. They are also aware that there are several students from different backgrounds with different daily routines/habits/activities and study routines/habits/activities. Students can think about and express such situations in their own languages, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language

would prepare them to identify the same concepts later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that the students have learnt some vocabulary items for daily routines/habits/activities and study routines/ habits/activities such as "to get up, to have breakfast, to go to school, etc." and study routines/habits/activities such as "to write, to read, to listen, etc.". It is also assumed that they have learnt how to say time such as "at 5 o'clock" and talking about daily activities by using grammatical structures that practise "I go to school at 5 o'clock" with the Simple Present Tense in English from the previous themes or years. These vocabulary and grammatical structures are used as a basis by revising them and also expanding them for learning the new or additional vocabulary and grammatical structures and in the current theme by making the new grammatical items easier to learn.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, social, and cultural factors are appropriate and suitable for learning about "classroom life where classmates build up friendships and exchange information about their daily and study routines, habits and activities in class and at home". Recalling and practising with action verbs such as "to do, to make, to listen, etc." in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "classroom life where classmates build up friendships and exchange information about their daily and study routines, habits and activities in class and at home". Therefore, a dialogue chain game, where each student can ask a question to the next student who answers the question and asks the same question to the next student, and so on, can be played to revise all these vocabulary and grammatical structures from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (At the beginning of the academic term, a one-month revision programme will be implemented for the themes, vocabulary, and grammatical content from previous years, but, before starting each new theme, such as a holistic short revision will support their revision programme and their learning process in the new theme) (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students are asked to recall the concept of "classroom life with classmates, friendships, daily and study routines, habits, and activities" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “classroom life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “classroom life” to prepare themselves to work on guessing the topic of the current theme, “classmates, friendships, daily and study routines, habits, and activities” (**V4.5, V5.1, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.9.2.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “classmates, friendships, daily and study routines, habits, and activities” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V4.5, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.9.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “classmates, friendships, daily and study routines, habits, and activities” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V4.5, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “classmates, friendships, daily and study routines, habits, and activities” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V4.5, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.9.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “classmates, friendships, daily and study routines, habits, and activities”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3**).

SELS2.2, V4.1, V12.1, V14.1, LS1, LS5). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.2.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "classmates, friendships, daily and study routines, habits, and activities" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "classmates, friendships, daily and study routines, habits, and activities" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading

session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS5)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “classmates, friendships, daily and study routines, habits, and activities” and they answer them after talking

about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "classmates, friendships, daily and study routines, habits, and activities" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.9.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in

these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**) This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.2.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “classmates, friendships, daily and study routines, habits, and activities” (**D3.6, V4.5, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what classmates, friendships, daily and study routines, habits, and activities mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “classmates, friendships, daily and study routines, habits, and activities” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “classmates, friendships, daily and study routines, habits, and activities” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to classmates, friendships, daily and study routines, habits, and activities in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.9.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on "classmates, friendships, daily and study routines, habits, and activities" for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V14.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about classmates, friendships, daily and study routines, habits, and activities through their writing tasks (**V4.5, V14.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and

at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.9.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “classmates, friendships, daily and study routines, habits, and activities” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.9.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.9.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full

sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.9.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “classmates, friendships, daily and study routines, habits, and activities” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about daily and study routines in English by using target vocabulary and target grammar.

Activity 1: Daily and Study Routine Role Play

The teacher prepares cards with visuals of daily and study routines. In this activity, students work in pairs. Students create their own original dialogues. One student selects a card and asks their peer questions about the routine shown on the card. These questions include both yes/no questions and wh-questions. While discussing the routine, students also mention how often they perform the activity (e.g., A: Do you have breakfast? What time do you have breakfast? How often do you have breakfast? B: Yes, I do. I have breakfast at eight o'clock. I usually have breakfast in the morning.). Students take turns selecting a card and asking questions related to the visual on the card. The teacher and classmates evaluate the activity and provide feedback. Students reflect on their thoughts and feelings about the activity.

Objective: To ask about both daily routines in English through interviews by using target vocabulary and target grammar.

Activity 2: Detailed Interview

The activity is assigned as homework to allow students to prepare in advance. Students work in pairs. They conduct a detailed interview about each other's daily and study routines (e.g., What time do you have breakfast? What do you eat for breakfast? How often do you have breakfast?). At the end of the interview, students prepare a report. In pairs they perform the interview in front of the class and present the report. They then post the report on the classroom board. The teacher and classmates evaluate the activity and provide feedback. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe daily and study routines by using target vocabulary and target grammar.

Activity 1: Simple Routine Matching

The teacher prepares cards with visuals of daily and study routines. On the board, the teacher hangs colourful papers with the daily and study routines written on them. In this activity, students work in pairs. The teacher distributes the cards evenly among the students. The students then match the visuals on the cards with the correct written words on the board and stick the cards under the appropriate words. Once all the cards are placed, the class and teacher give feedback. The student who completes the task the fastest and most accurately wins the activity. They use the activity words in the sentences and tell them to the class. The class repeats the sentences. Students reflect on their thoughts and feelings about the activity.

Objective: To ask and answer about daily and study routines by using target vocabulary and target grammar.

Activity 2: Routine Questionnaire

The students prepare yes/no questions about daily and study routines. (eg. A: Do you have breakfast? B: Yes, I do./No, I don't.). The questions prepared by the students can vary from one another. Then, the students ask their questions to each other, and the students who prepared the surveys note the answers and create a statistic. At the end of the activity, each student prepares a chart showing the results of the survey and displays it on the classroom board. Classmates and the teacher review the charts and provide feedback. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME 3: PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY**

Sub-themes: Physical appearance in terms of physical features and personality in terms of personal traits and character

This theme is centred on the concept of "personal life: physical appearance and personality", and covers the sub-themes of "physical appearance in terms of physical features and personality in terms of personal traits and character". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammaticing: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

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".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

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".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

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.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*

- d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.

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".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

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.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new works after participating in reflective activities related to the current reading-comprehension content and process.

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.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.

- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

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.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

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".

- a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.
- b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

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".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

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".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

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.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

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.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

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.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

PERSONAL LIFE: PHYSICAL APPEARANCE AND PERSONALITY

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 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 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:/; /i/; /aɪ/)

Consonants: j: (/ʒ/); k (/k/), l (/l/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/ Key Concepts

Generalisations

The concept of "physical appearance in terms of physical features and personality in terms of personal traits and characters" is present in all languages because it is a fact that all people have physical appearance and a personality. Majority of people talk about their or others' physical appearances and personalities to describe themselves and/or others in class, at home, or other places. Engaging in such conversations allows them to describe themselves or others to learn about each other better and build up stronger relationships.

Key Concepts

Physical appearance, physical features, personal feature, personality, character, personal traits, personal characteristics.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an autobiography, 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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. For instance, this theme is based on the concept of "physical appearance in terms of physical features and personality in terms of personal traits and characters". As students in year 9(nine) of upper-secondary school, they are expected to know what a physical appearance in terms of physical features is and what a personality in terms of personal traits and characters is in their own language. They are also aware that all people have different physical features and personal traits and characteristics. Students can think about and express such situations in their own languages, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language would prepare them to identify the same concepts later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that the students have learnt some vocabulary items for physical features such as "old, young, short, tall, weak, strong, nice, fat, good, nice, bad, etc.". It is also assumed that they have learnt how to ask and answer questions to describe people very simply such as "S/He's/is nice" by using grammatical structures that practise "verb to be (am/is/are) in the Simple Present Tense in English from the previous themes or years. These vocabulary and grammatical structures are used as a basis by revising them and also expanding them for learning the new or additional vocabulary and grammatical structures and in the current theme by making the new grammatical items easier to learn.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, social, and cultural factors are appropriate and suitable for learning about "physical appearance in terms of physical features and personality in terms of personal traits and characters". Recalling and practising basic vocabulary such as descriptive adjectives for appearance and personality such as "tall, young, clever, etc." in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "physical appearance in terms of physical features and personality in terms of personal traits and characters".

Therefore, a dialogue chain game can be played where each student can ask a simple question about her/his own or another student's physical features using the words s/he already knows (learnt in the previous years and revised at the beginning of the year) to the next student who answers the question and asks the same question to the next student, and so on, to revise all these vocabulary and grammatical structures from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated to see how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammar to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme.

Establishing Links

Students are asked to recall the concept of "physical appearance in terms of physical features and personality. Students are asked to recall the concept of "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression, and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the "establishing links" session for recalling background knowledge about the concept of "personal life: physical appearance and personality", where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about "personal life: physical appearance and personality" to prepare themselves to work on guessing the topic of the current theme, "physical appearance in terms of physical features and personality in terms of personal traits and characters" (**V5.1, V14.2, LS1, LS5**). They prepare to access the main materials of the

theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4).**

ENG.9.3.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “physical appearance in terms of physical features and personality in terms of personal traits and characters” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, LS1, LS4, LS5, CS2.2)** They are expected to realise that there might be different elements related to this concept **(D2.1)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12).**

ENG.9.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “physical appearance in terms of physical features and personality in terms of personal traits and characters” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, LS2, LS4, LS5).**

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard:

“physical appearance in terms of physical features and personality in terms of personal traits and characters” are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.9.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “physical appearance in terms of physical features and personality in terms of personal traits and characters”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words,

and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.3.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “physical appearance in terms of physical features and personality in terms of personal traits and characters” (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding

which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “physical appearance in terms of physical features and personality in terms of personal traits and characters” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**.

These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "physical appearance in terms of physical features and personality in terms of personal traits and characters" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "physical appearance in terms of physical features and personality in terms of personal traits and characters" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture

under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.9.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical

structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.3.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "physical appearance in terms of physical features and personality in terms of personal traits and characters" (**D3.6, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what physical appearance in terms of physical features and personality in terms of personal traits and characters mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage,

they work on activities to connect their knowledge and skills they have acquired about “physical appearance in terms of physical features and personality in terms of personal traits and characters” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V14.2, LS1, LS5, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “physical appearance in terms of physical features and personality in terms of personal traits and characters” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to physical appearance in terms of physical features and personality in terms of personal traits and characters in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.9.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to

show how they can use the language that they have learnt to describe and comment on “physical appearance in terms of physical features and personality in terms of personal traits and characters” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V14.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about physical appearance in terms of physical features and personality in terms of personal traits and characters through their writing tasks (**V14.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, LS1, LS5**).

ENG.9.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the

language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “physical appearance in terms of physical features and personality in terms of personal traits and characters” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, LS1, CS2.4, CS2.19, CS3.2**) They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.9.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.9.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.9.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “physical appearance in terms of physical features and personality in terms of personal traits and characters” (**LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To identify physical and personality traits in English by using target vocabulary and target grammar.

Activity 1: Personality and Appearance Pictionary

The teacher writes words describing physical appearance and personality traits on small pieces of paper, folds them, and places them in a box. S/he divides the class into teams. One student from each team picks a piece of paper from the box and tries to explain the word written on it by drawing. During this time, the student who is drawing is not allowed to speak. The teammates try to guess which trait the drawing represents. Once the team guesses correctly, they must use the physical feature and the trait in a sentence describing a famous person or a classmate (e.g., "He has got curly hair and is very cheerful"). Teams earn points for each correct guess and correctly formed sentence. When the game is over, the team with the highest score wins. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about physical and personality traits in English by using target vocabulary and target grammar.

Activity 2: Speed Chat – Physical Appearance and Personality

The teacher prepares cards with images of well-known people and selects a referee group. The students work in two teams. One student from each team picks a card and describes the celebrity on the card within one minute, using target vocabulary that describes physical appearance and personality traits. The referee records how many target words are used within the minute. The teams take turns completing the activity. At the end of the activity, the team that uses the most target words wins the game. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar.

Activity 1: Describe Your Friend

The teacher provides each student with a worksheet containing sentence starters related to physical appearance and personality traits, such as "My friend has got ____ eyes", "My friend is too ____", and "My friend looks ____". Then students fill in the blanks using appropriate vocabulary from the target list, like "blond", "curly" or "cheerful". They don't mention which friend they are describing. Once the worksheet is complete, students work in pairs and take turns describing their friend using the sentences they have written, for example, "My friend has got blue eyes and is very cheerful". The other student listens to the description and draws a picture based on what they hear. After the drawings are completed, the students try to guess who the person being described is and they compare the drawing with the original description to see if it matches. Students reflect on their thoughts and feelings about the activity.

Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar.

Activity 2: Who Am I? – Guessing Game

Each student receives a card with the name of a famous or well-known person (for example, the teacher distributes cards like: "This person is tall, has brown hair, and is cheerful").

Students take turns describing the person on their card using physical and personality traits, while other students try to guess who the person is.

The characters on the cards can be recognizable figures, celebrities, or even classmates. After the descriptions and guesses are completed, each student writes three simple sentences describing the person on their card. The teacher evaluates them based on the accuracy of their skills descriptions and to form simple sentences. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME 4: FAMILY LIFE****Sub-themes: Family members' jobs, work routines, work activities, and workplaces**

This theme is centred on the concept of "family life", and covers the sub-themes of "family members' jobs, work routines, work activities, and workplaces". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -**DISPOSITIONS**

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

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".

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

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".

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

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.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

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.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

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.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

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.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*

- b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.
- c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.
- d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.
- e) Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.
- f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.

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".

- a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.
- b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.
- c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.
- d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.

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".

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.

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.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.

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.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

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.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*

- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

FAMILY LIFE

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, 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 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 Sounds in Use:

Vowels: o: (/o/, /ɒ/, /ɔ:/)

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.)

Generalisations/ Key Concepts

Generalisations

The concept of "family members' jobs, work routines, work activities and workplaces" is present in all languages because it is a fact that all people have family members who have different jobs, work routines, work activities and workplaces. Majority of people talk about "their or others' family members' jobs, work routines, work activities and workplaces" to share information about themselves and/or others in class, at home, or other places. Engaging in such conversations allows them to describe themselves, their family members or others' family members to learn about each other better and build up stronger relationships.

Key Concepts

Family members, jobs, work routines, work activities, workplaces.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. For instance, this theme is based on the concept of "family members' jobs, work routines, work activities and workplaces". As students in year 9 (nine) of upper-secondary school, they are expected to know what a family member is, what a job is, what a work routine is, what a work activity is and what a workplace is in their own language. They are also aware of the fact that the majority of people in families have jobs, work routines, work activities, and workplaces. Students can think about and express such facts and situations in their own languages, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language would prepare them to identify the same concepts

later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that the students have learnt some vocabulary items for "some family members, jobs, work routines, work activities and workplaces such as "father, mother, sister, brother, cousin, uncle, aunt, grandmother, grandfather, a doctor, a teacher, a police officer, a librarian an electrician etc." and "a school, a hospital, an office, a garden, a farm etc". It is also assumed that they have learnt how to ask and answer questions to introduce people very simply such as "who is s/he? S/He's/is my mother" and to say their jobs such as "What is her job? She's/is a doctor" by using grammatical structures that practise "verb to be (am/is/are) in the Simple Present Tense in English from the previous themes or years. These vocabulary and grammatical structures are used as a basis by revising them and also expanding them for learning the new or additional vocabulary and grammatical structures and in the current theme by making the new grammatical items easier to learn.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, social, and cultural factors are appropriate and suitable for learning about "family members' jobs, work routines, work activities and workplaces" Recalling and practising basic vocabulary for "family members, jobs, work routines, work activities and workplaces" in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "family members' jobs, work routines, work activities and workplaces". Therefore, a dialogue chain game can be played where each student can ask a simple question about her/his parents' or some family members' "jobs, work routines, work activities and workplaces" using the words s/he already knows (learnt in the previous years and revised at the beginning of the year) to the next student who answers the question and asks the same question to the next student, and so on, to revise all these vocabulary and grammatical structures from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated to see how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammar to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme.

Establishing Links

Students are asked to recall the concept of "family life with family members' jobs, work routines, work activities, and workplaces" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “family life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V2.3, V3.4, LS1, LS2**). They remember what they already know about “family life” to prepare themselves to work on guessing the topic of the current theme, “family members’ jobs, work routines, work activities, and workplaces” (**V2.1, V2.4, V8.3, V19.2, LS1, LS4, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.9.4.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “family members’ jobs, work routines, work activities, and workplaces” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V2.1, V2.4, V8.3, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.9.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “family members’ jobs, work routines, work activities, and workplaces” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V2.1, V2.4, V8.3, LS1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “family members’ jobs, work routines, work activities, and workplaces” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V2.1, V2.4, LS1)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.9.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V2.1, V2.4, V3.3, LS1, LS2, LS4, LS5, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “family members’ jobs, work routines, work activities, and workplaces”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**).

If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.4.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "family members' jobs, work routines, work activities, and workplaces" (**D3.7, D3.2, D3.6, V2.4, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "family members' jobs, work routines, work activities, and workplaces" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session

and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key(active) target words on one list and the non-key(passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “family members’ jobs, work routines, work activities, and workplaces” and they answer them after talking

about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “family members’ jobs, work routines, work activities, and workplaces” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2, V2.4, V7.2, LS9**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.9.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in

these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)** This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.4.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG.9.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "family members' jobs, work routines, work activities, and workplaces" (**D3.6, V2.4, LS1, LS4, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what family members' jobs, work routines, work activities, and workplaces mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "family members' jobs, work routines, work activities, and workplaces" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V2.4, V3.4, V4.5, V5.1, V14.3, LS1, LS2, LS4, LS5, LS7, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "family members' jobs, work routines, work activities, and workplaces" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, V2.1, V2.4, LS5, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2, LS1, LS2, LS4**).

ENG.9.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to family members' jobs, work routines, work activities, and workplaces in their later free writing tasks (**D3.6, SELS1.2, V2.1, V2.4, V3.2, LS1, LS4**).

ENG.9.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on "family members' jobs, work routines, work activities, and workplaces" for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V2.4, V14.3, LS2, LS4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about family members' jobs, work routines, work activities, and workplaces through their writing tasks (**V2.1, V2.4, V14.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home

in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.9.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “family members’ jobs, work routines, work activities, and workplaces” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V2.4, V3.3, LS1, LS2, LS4, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.9.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.9.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full

sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.9.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “family members’ jobs, work routines, work activities, and workplaces” (**V2.4, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To help students discuss family members’ jobs, work routines, and workplaces in English through paired reading and question-asking by using target vocabulary and target grammar.

Activity 1: Paired Jigsaw Reading – Family Jobs and Workplaces

The teacher prepares a text that covers the jobs, work routines, and workplaces of different family members. The text is divided into two sections, each emphasising on two different jobs (e.g., a teacher and a mechanic, or a nurse and a chef). Students are paired up, and each student reads one section of the text independently. After reading, the students take turns asking each other questions about the jobs and workplaces they didn’t read about. For example, Student A might ask, “Where does the mechanic work?” or “What are the nurse’s daily routines?”. This helps them complete their understanding of the entire text by filling in the missing information from their peer. At the end of the activity, each pair submits a completed worksheet that includes details about all jobs and workplaces covered in the text.

The teacher evaluates how effectively students communicate and collaborate with their peers. S/he checks the correctness in answering questions and the completion of the worksheet for clarity, accuracy, and appropriate use of job-related vocabulary. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about family members’ jobs, work routines, and workplaces in English by using target vocabulary and target grammar.

Activity 2: TV Talk Show Role-Play – Family Jobs and Work Routines

The classroom is set up like a TV talk show. One student acts as the host, while other students play the roles of different family members who are invited to the show to talk about their jobs and daily routines. The

teacher prepares a list of different family members' jobs (e.g., teacher, mechanic, nurse, chef) and puts them on small pieces of paper in a box. Each "guest" selects a job by drawing from the box. The host asks questions related to the family members' jobs, work routines, and workplaces. Example questions include: "What is your job, and what do you do every day? Where do you work? Can you describe your typical workday?". The students in the roles of family members answer these questions, describing their jobs, work routines, and workplaces using job-related vocabulary and the present simple tense. The teacher evaluates students based on how well they answer the host's questions, their use of target vocabulary, and the fluency and accuracy of their language. The teacher gives feedback on how well students maintain the conversation and use appropriate language related to family jobs and work routines. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe family members' jobs and workplaces in English by using target vocabulary and target grammar.

Activity 1: Job and Workplace Pictionary

The teacher writes job titles and workplace-related vocabulary (e.g., doctor, office, mechanic, factory) on small pieces of paper, folds them, and places them in a box. The class is divided into teams. One student from each team picks a piece of paper from the box and tries to explain the job or workplace by drawing it on the board, without speaking. The teammates must guess the job or workplace being drawn. Once they guess correctly, the team must use the job or workplace in a sentence describing a family member (e.g., "My uncle is a doctor. He works at a hospital"). Points are awarded for each correct guess and a properly formed sentence. The team with the highest score at the end wins. The teacher assesses based on fluency, the number of correct guesses and sentences formed with accurate grammar and vocabulary. Students reflect on their thoughts and feelings about the activity.

Objective: To describe family members' jobs and workplaces in English by using target vocabulary and target grammar.

Activity 2: Listening Practice - Daily Routines

The teacher plays short audio clips that describe different people's daily work routines, including details about their jobs and workplaces. Students listen carefully and complete a worksheet, where they must identify the job and workplace mentioned in each clip (e.g., "He works as a teacher at a high school. He starts his day at 8 am."). After listening, the class reviews the answers together. The teacher evaluates the students based on their skills to recognise key vocabulary and correctly identify the job and workplace in each listening task. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

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REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME 5: LIFE IN THE HOUSE & NEIGHBOURHOOD****Sub-themes: Types of houses, rooms, furniture and activities in the house**

This theme is centred on the concept of "life in the house and neighbourhood", and covers the sub-themes of "types of houses, rooms, furniture and activities in the house". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -**DISPOSITIONS**

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

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".

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

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".

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

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.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

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.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

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.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

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.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

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".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

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".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

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.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

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.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

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.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.9.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE IN THE HOUSE

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, 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 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, 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.)

Generalisations/Key Concepts

Generalisations

The concept of "types of houses, rooms, furniture, and activities in the house" is present in all languages because it is a fact that almost all people, with some exceptions, have some types of houses, rooms, furniture, and activities in their houses. The majority of people talk about their or others' houses, rooms, furniture and activities that take place in their house to share information about themselves and/or others in class, at home, or in other places. Engaging in such conversations allows them to describe themselves, the types of their houses and rooms, furniture, and activities in their houses.

Key Concepts

Types of houses, types of rooms, types of furniture for different parts of the house, activities that can be done in the house.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. For instance, this theme is based on the concept of "the types of houses, rooms, furniture, and activities in the house" and these students are expected to know what a house is, what a room is, what a piece of furniture is, and what an activity to do in the house is in their own language, as they are in year 9 (nine) of upper-secondary school. They are also aware that most people live in different types of houses with different rooms and furniture, and that they do different activities in their houses. Students can think about and express such facts and situations in their own language, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language would prepare them to identify the same concepts later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that the students have learnt some basic vocabulary items for "the types of houses, rooms, furniture, and activities in the house" such as "house, living room, bedroom, kitchen, sofa, bed, chair, to wash, to sleep, to eat etc." in previous themes or years. It is also assumed that they have learnt how to ask and answer questions to introduce houses, rooms, furniture, and activities such as "How many rooms are there in your house? There are 3 rooms in our house. Is your house big? No, it's/is small" through grammatical structures that practise "verb to be (am/is/are) in the Simple Present Tense in English from the previous themes or years. These vocabulary items and grammatical structures will be used as a base by revising and also extending them to learn the new or additional vocabulary and grammatical structures in the current theme by making the new grammar elements easier to learn.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, social, and cultural factors are appropriate and suitable for learning about "the types of houses, rooms, furniture, and activities in the house" as a topic. Recalling and practising basic vocabulary for "the types of houses, rooms, furniture, and activities in the house" in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "the types of houses, rooms, furniture, and activities in the house". Therefore, a quiz game can be played where each student can ask a simple question about the types of their houses, the rooms, furniture, and activities in their houses using the words s/he already knows (learnt in the previous years and revised at the beginning of the year) in pairs or in larger groups to revise all these vocabulary and grammatical structures from the previous themes or previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated to see how much they remember and how much they are able to understand, select and use the previously learnt vocabulary and grammar to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the recognition, selection and use of target vocabulary and grammatical items in the current theme.

Establishing Links

Students are asked to recall the concept of "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background

knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the house and neighbourhood”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2)**. They remember what they already know about “life in the house and neighbourhood” to prepare themselves to work on guessing the topic of the current theme, “life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house” **(V3.3, LS1)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.4, LS2, LS4)**.

ENG.9.5.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house” to

identify the topic of the content and to answer the question: "What is the whole content about?" (**D3.6, LS2, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the "listening (to)/watching for gist" strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V3.3, V3.4, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.9.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the "establishing links session" about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V3.3, LS1, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V3.2, V3.3, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and

the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.9.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.2, V3.3, V3.4, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.2, V3.4, LS5**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation

games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.5.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.2, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house” (**D3.7, D3.2, D3.6, V3.3, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS5**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown

target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.9.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.5.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" (**D3.6, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.9.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V14.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house through their writing tasks (**V14.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, LS1, LS5**).

ENG.9.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in context. At this stage, they try to understand how the language

is used in the target content by examining the speaking model/example carefully (**V3.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.9.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.9.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.9.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" (**LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To describe rooms, furniture, and house activities in English through paired reading and question-asking activity by using target vocabulary and target grammar.

Activity 1: Paired Jigsaw Reading - House Activities and Furniture

The teacher prepares a text that describes different rooms, furniture, and activities that take place in various

parts of the house. The text is divided into two sections, each focusing on different rooms and activities (e.g., the kitchen and the living room, or the bedroom and the garden). Students are paired up, and each student reads one section of the text independently. After reading, the students take turns asking each other questions about the rooms, furniture, or activities they didn't read about. For example, Student A might ask, "What activities take place in the living room?" or "What furniture is in the bedroom?" This helps them complete their understanding of the entire text by filling in the missing information from their peer. At the end of the activity, each pair submits a completed worksheet that includes details about all the rooms, furniture, and activities covered in the text. The teacher evaluates how effectively students communicate and collaborate with their peers. S/he checks the correctness in answering questions and the completion of the worksheet for clarity, accuracy, and appropriate use of house-related vocabulary. Students reflect on their thoughts and feelings about the activity.

Objective: To help students compare and talk about different visuals of the same room by using target vocabulary and target grammar.

Activity 2: Paired Picture Comparison – Living Room Activities

The teacher provides each pair of students with two different pictures of the same room (e.g., a living room). In one picture, there might be a father watching TV, while in the other, a mother might be reading a newspaper in the same room. Each student receives one picture and does not show it to their peer. The students take turns asking questions to discover what is happening in their peer's picture. For example, Student A might ask, "Is anyone sitting on the sofa?" or "What is the person in your picture doing?" This way, they work together to fill in the missing information about their own pictures. Once the activity is complete, both pictures are displayed on the board, and the class compares them to see the similarities and differences between the two. The teacher and the class provide feedback on the meaning, accuracy and completeness of the descriptions, as well as the students' use of vocabulary and grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar.

Activity 1: House and Activity Pictionary

In this activity, the teacher prepares small pieces of paper with vocabulary related to rooms, furniture, and activities in the house (e.g., bedroom, dining table, brushing teeth, ironing clothes), folds them, and places them in a box. The class is divided into teams, and one student from each team picks a piece of paper and must draw the word on the board without speaking. The other team members guess what is being drawn, and once they guess correctly, they must use the word in a sentence that describes an action at home (e.g., "My sister is watching TV in the living room."). The teacher awards points for correct guesses and accurately formed sentences, and the team with the highest score wins. Students reflect on their thoughts and feelings about the activity.

Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar.

Activity 2: House Vocabulary Bingo

The teacher gives students a bingo card with rooms, furniture, and activities. S/he calls out the words, and students mark the words they hear on their cards. The first student to complete a bingo wins and forms sentences using the words from their bingo card and says it aloud. Then, the teacher evaluates the student's sentences for meaning, accuracy, correct use of vocabulary, and grammar. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME THEME 6: LIFE IN THE CITY & COUNTRY****Sub-themes: Local and international food culture and food festivals in the city**

This theme is centred on the concept of "life in the city and country", and covers the sub-themes of "local and international food culture and food festivals in the city". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -**DISPOSITIONS**

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

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".

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

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".

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

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.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

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.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

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.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

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.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

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".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

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".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

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.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

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.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*

- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

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.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE CITY:

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, 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 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: 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.)

Generalisations/Key Concepts

Generalisations

The concept of "food" in terms of local and international festivals which are held in the city, different types of food produced for such festivals, and local and international food culture is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning context. For instance, a Year 9 in an upper-secondary school will know what festival food is and what type of food can be eaten in local and international festivals in the city but will not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn them more easily in a foreign language, in this case English.

Key Concepts

Different types of food, local food, international food, festival food, international dishes, local dishes, international cuisines, local cuisines.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme is based on the concept of "local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture" in English. As they are upper secondary students in Year 9, they are expected to know what food is and what a local food is in their own language. They are also aware that almost all people, although there are exceptions, would know different types of food, the food types served in festivals, local and international food types and food cultures from different parts of the world. Students can think about and express such situations in their own languages, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language would prepare them to identify the same concepts later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that they have learnt basic types of food such as "fish, chicken, eggs, bread, milk, water, fruits (tomatoes, apples, oranges, bananas), vegetables (potatoes, carrots, beans), fast food (unhealthy food) (hamburgers, spaghetti, sausages)", how to ask what things are by using language chunks such as "What's/is it/this? What are they?" how to ask for permission or possibility by using language chunks such as "Can I.....?", how to ask and answer whether some food exists by using "Is there/are there...? There's/is and There are", how to descriptive food by using adjectives such as "good, bad, nice, yummy", and how to ask and answer about the amount of food with quantity words such as "how much, how many, some, any, much, many" and by using grammatical structures that practise Simple Present Tense and Present Progressive in English from the previous themes or years. These language items and vocabulary can be used as a basis for learning the new language grammar items in use in the current theme, making the new ones in the current theme easier to learn.

Pre-Evaluation Process

It is expected that the physical, cognitive, affective, and social factors are appropriate and suitable for students to learn 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". A short contextual written story about food for remembering and practising the previously learnt items could be delivered to students to discuss and fill in the blanks with the required words in pairs. This session can help them revise all these vocabulary and language grammar items in use from previous themes or previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how much these items are used correctly to be able to build their competence in the current theme. It can help the teacher decide what to emphasise or practise for revising the previous knowledge and to facilitate the new vocabulary and grammar items in use in the current theme.

Establishing Links

Students are asked to recall the concept "life in the city and country with local and international food culture and food festivals in the city", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target

words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the city and country”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the city and country” to prepare themselves to work on guessing the topic of the current theme, “local and international food culture and food festivals in the city” **(V4.5, V5.1, V19.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.9.6.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content

on “local and international food culture and food festivals in the city” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V4.5, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.9.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “local and international food culture and food festivals in the city” as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V4.5, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “local and international food culture and food festivals in the city” are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V4.5, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say

the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.9.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct **(D3.4, V3.3, LS1, LS2, LS4, LS5, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.9.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “local and international food culture and food festivals in the city”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4, LS5)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs,

rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.6.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “local and international food culture and food festivals in the city” (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory

digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "local and international food culture and food festivals in the city" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS5**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “local and international food culture and food festivals in the city” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “local and international food culture and food festivals in the city” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.9.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.6.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "local and international food culture and food festivals in the city" (**D3.6, V4.5, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what local and international food culture and food festivals in the city mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "local and international food culture and food festivals in the city" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them

with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “local and international food culture and food festivals in the city” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to local and international food culture and food festivals in the city in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.9.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “local and international food culture and food festivals in the city” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V14.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in

fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about local and international food culture and food festivals in the city through their writing tasks (**V4.5, V14.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.9.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "local and international food culture and food festivals in the city" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.9.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.9.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.9.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "local and international food culture and food festivals in the city" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.

Activity 1: Festival Organisers and Visitors Role-Play

The teacher divides students into two groups: Festival Organisers and Visitors. Each organiser group is assigned a specific festival (e.g., Adana Orange Flower Festival, French Omelette Festival, Spanish Taco Festival) and prepares key information, such as the festival's location, food served, and activities. Organisers set up a "festival booth" to promote their event, while visitor groups rotate among the booths, asking questions like, "What kind of food do you serve?", "What are you making/cooking?" or "Is this a local or international

festival?". Organisers respond fluently, using target vocabulary and language functions. After one round, the groups switch roles, so all students practise both presenting and questioning skills. The teacher and students provide feedback on vocabulary use and pronunciation. At the end of the activity, students prepare a poster about the festival they presented and display it on the class notice board. Students reflect on their thoughts and feelings about the activity.

Objective: To describe local and international food festivals and food culture in English by using target vocabulary and target grammar.

Activity 2: Festival Information Gap-Fill Listening Activity

The teacher prepares short audio clips describing different festivals and foods (e.g., "In Japan, the Ramen Festival offers a variety of noodle dishes. Chefs prepare bowls of ramen with broth, vegetables, and chicken, and egg toppings") and upload them to a web tool to create a listening gap-fill exercise. Students listen to the audio clips and complete the missing information directly on the web tool (e.g., "The ____ Festival offers a variety of noodle dishes"). They then record themselves using an audio recording tool, repeating the sentences fluently. The teacher plays some of the recordings in class and provides feedback on pronunciation and sentence accuracy, while students also give peer feedback to improve their speaking skills. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.

Activity 1: Festival Food Matching Game

The teacher gives students cards in two different categories: food items in the first category and festivals in the second. Students work in pairs, and each pair receives the cards. They match each food with the relevant festival. (e.g., Adana Orange Flower Festival – orange jam) After completing the matching, students create simple sentences based on examples shown on the board, such as: "This is a local festival. They make orange jam at the Adana Orange Flower Festival". The teacher encourages students to say their sentences aloud, helping them practise pronunciation. The pair that completes the correct matches the fastest and creates accurate sentences wins the activity. Students reflect on their thoughts and feelings about the activity.

Objective: To help students recognise and identify local and international festivals and food culture in English by using target vocabulary and target grammar.

Activity 2: Festival Food Listening Activity

The teacher prepares short audio clips describing different festivals and food (e.g., "In France, at the Omelette Festival, they cook a large omelette in a big pan") and uploads them to a web tool to create a listening quiz. Students listen to the audio clips and select the correct answer from multiple-choice options with the corresponding festival or food item (e.g., Omelette Festival – Omelette). After completing the listening part, students work in pairs to practise the sentences from the audio and record themselves using an audio recording tool, repeating the target sentences. The teacher plays some of the recordings and provides feedback on pronunciation and sentence accuracy, while students also give peer feedback. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME 7: LIFE IN THE WORLD & NATURE****Sub-themes: Nature, endangered animals and their natural living conditions and habitats, protection of them**

This theme is centred on the concept of "life in the world and nature", and covers the sub-themes of "nature, endangered animals and their natural living conditions and habitats, protection of them". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -**DISPOSITIONS**

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

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".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice 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".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

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.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

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.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

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.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*

- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

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.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

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".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

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".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

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.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

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.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

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.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE 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 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. 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 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: /iə/

Consonants: w: (/w/); x: (/ks/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The concept of "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" is present in almost all languages. People who start learning a new language bring their pre-existing knowledge with them and transfer it to their new language learning context. For instance, a student of an upper-secondary school in year 9, will know which

animals are endangered, what their habitats are, and where endangered animals live but will not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn them more easily in a foreign language, in this case English.

Key Concepts

Different types of animals, different kinds of endangered animals, habitats of endangered animals.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme is based on the concept of "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" in English. As they are upper secondary students in Year 9, they are expected to know what an endangered animal is, what a habitat is, what protection is in their own language. They are also aware that almost all people, although there are exceptions, would know different types of animals, different types of endangered animals, why they are endangered and what should be done to protect them. Students can think about and express such situations in their own languages, but they may not know how to say them in a foreign language if they have not been covered at all or only partially covered in their existing curriculum. However, this existing knowledge in their own language would prepare them to identify the same concepts later and help them recognise, understand, and learn the new information about the new concept and theme more easily in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that they have learnt basic animals as pets and marine animals such as "cats, dogs, rabbits, fish, dolphins, cows, sheep, ducks, hens, turtles etc.", animal habitats such as "rivers, mountains, seas, ponds, farms etc.", how to ask what animals are, what they eat, where they live such as "What's/is it/this? It's/is a cow.? What does it eat? It eats grass. Where does it live? It lives on a farm", to explain whether animals exist in a particular habitat such as "There's/is a cow on the farm. There are fish in the sea. They live in the sea" in English from the previous themes or years. These language items and vocabulary can be used as a basis for learning the new language grammar items in use in the current theme, making the new ones in the current theme easier to learn.

Pre-Evaluation Process

It is expected that the physical, cognitive, affective, and social factors are appropriate and suitable for students to learn 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". Knowledge of "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" in this theme. Therefore, a contextual written story about animals for remembering and practising the previously learnt items could be delivered to students to discuss and fill in the blanks with the required words in pairs. This session can help them revise all vocabulary and grammatical items in use from previous themes or previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how much these items are used correctly to be able to build their competence in the current theme. It can help the teacher decide what to emphasise or practise for revising the previous knowledge and to facilitate the new vocabulary and grammar items in use

in the current theme.

Establishing Links

Students are asked to recall the “life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them”, by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.7.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the world and nature”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “life in the world and nature” to prepare themselves to work on guessing the topic of the current theme, “nature, endangered animals, their natural living conditions and habitats, and protection of them” (**V5.2, LS1, LS5, LS8**). They

prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.9.7.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “nature, endangered animals, their natural living conditions and habitats, and protection of them” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V5.2, LS1, LS4, LS5, LS8, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.9.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “nature, endangered animals, their natural living conditions and habitats, and protection of them” as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V4.5, LS2, LS4, LS5, LS8**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched

the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: "nature, endangered animals, their natural living conditions and habitats, and protection of them" are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V5.2, LS5, LS8**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.9.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**(D3.4, V3.3, V5.2, LS1, LS2, LS4, LS8, CS2.8)**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on "nature, endangered animals, their natural living conditions and habitats, and protection of them". The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4, V5.2, LS8**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After

recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.7.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “nature, endangered animals, their natural living conditions and habitats, and protection of them” (**D3.7, D3.2, D3.6, V3.4, V5.2, LS1, LS2, LS4, LS5, LS8, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as

finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “nature, endangered animals, their natural living conditions and habitats, and protection of them” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V5.2, V6.2, LS1, LS4, LS8)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are

asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "nature, endangered animals, their natural living conditions and habitats, and protection of them" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V5.2, V6.2, LS2, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "nature, endangered animals, their natural living conditions and habitats, and protection of them" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, V5.2, LS1, LS5, LS6, LS8, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student

at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.9.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital,

AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**) This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.7.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "nature, endangered animals, their natural living conditions and habitats, and protection of them" (**D3.6, V5.2, LS2, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what nature, endangered animals, their natural living conditions and habitats, and protection of them mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have

gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “nature, endangered animals, their natural living conditions and habitats, and protection of them” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V5.2, LS1, LS5, LS6, LS8, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “nature, endangered animals, their natural living conditions and habitats, and protection of them” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, V5.2, LS8, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to nature, endangered animals, their natural living conditions and habitats, and protection of them in their later free writing tasks (**D3.6, SELS1.2, V3.2, V5.2, LS1, LS8**).

ENG.9.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to

show how they can use the language that they have learnt to describe and comment on “nature, endangered animals, their natural living conditions and habitats, and protection of them” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.3, LS5, LS8, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.9.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about nature, endangered animals, their natural living conditions and habitats, and protection of them through their writing tasks (**V5.2, LS8, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.9.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.9.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of

the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “nature, endangered animals, their natural living conditions and habitats, and protection of them” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V5.2, LS1, LS8, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.9.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG.9.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(D3.6, SELS2.1, CS2.13)**.

ENG.9.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “nature, endangered animals, their natural living conditions and habitats, and protection of them” **(V5.2, LS5, LS8, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.9.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To talk about endangered animals and conservation efforts in English by using the target vocabulary and target grammar.

Activity 1: Digital Role-Play: Save an Endangered Animal

Students work in small groups and choose or are assigned an endangered animal (e.g., (Antalya) Caretta caretta turtles or Anatolian leopards). Using a web tool, they create a digital character or visual story that introduces the animal, its habitat, and the problems it faces (such as pollution or habitat loss). The animal "speaks" using recorded audio or text-to-speech to describe its challenges and suggest solutions. Groups present their digital work to the class while others take notes and give feedback on vocabulary, fluency, and presentation skills. After all presentations, the class holds a brainstorming session to discuss ideas for protecting the animals, using phrases like "Every little bit helps!" and "We need to act now!". The teacher provides feedback on the presentations, and students finish with a clear plan of actions and solutions. Students reflect on their thoughts and feelings about the activity.

Objective: To identify endangered animals and conservation efforts in English by using the target vocabulary and target grammar.

Activity 2: Collaborative Reading Puzzle: Endangered Animals

The teacher divides a complex reading text about endangered animals (e.g., caretta caretta turtles, Anatolian leopards) into sections, each with unique information (like habitat, threats, or solutions). Students work in small groups, and each group reads one section, identifying key points and preparing questions about missing information they need from other groups. After reading, groups take turns asking and answering questions to complete the full picture of the topic (e.g., "What is threatening the Anatolian leopard?"). Once they gather all the information, each group presents a summary of their findings, combining what they read and learned from others. The class ends with a discussion on solutions to protect endangered animals. The teacher gives feedback on reading comprehension, vocabulary use, and collaboration throughout the activity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe endangered animals, their habitats, and ways to protect them from extinction in English by using the target vocabulary and target grammar.

Activity 1: Endangered Animal Habitat Matching Game

The teacher provides students with two sets of cards: one set with endangered animals (e.g., polar bear, sea turtle) and another with habitats (e.g., ocean, rainforest). Students work in pairs to match the animals with their correct habitats (e.g., Polar bear-Arctic). Once matched, they create simple sentences following the models on the board, such as "A polar bear lives in the ocean" or "A tiger lives in the jungle", and practice saying them aloud to improve pronunciation. The pair that completes the matches and sentences correctly and the fastest wins the game. Students reflect on their thoughts and feelings about the activity.

Objective: To identify endangered animals and their habitats in English by using target vocabulary and target grammar.

Activity 2: Endangered Animals Gap-Fill and Pronunciation Practice

The teacher starts by providing a short reading or audio about endangered animals like (Antalya) Caretta caretta sea turtles or Anatolian leopards. Students learn about their habitats, challenges, and ways to protect them. Afterward, students use the Web 2.00 tool to complete a gap-fill exercise with sentences such as "A Caretta caretta turtle lays eggs on the (Mediterranean coast)". After completing the exercise, students read their sentences aloud to practise pronunciation. The teacher then provides feedback on their accuracy and fluency.

The activity ends with a class discussion on protecting animals, using phrases like "Every little bit helps!" and "It's not too late to act!". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 9-LEVEL: B1.1**THEME 8: LIFE IN THE UNIVERSE & FUTURE****Sub-themes: Films, film genres, futuristic films with futuristic ideas, and technology**

This theme is centred on the concept of "life in the universe and future", and covers the sub-themes of "films, film genres and futuristic films with futuristic ideas, and technology". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -**DISPOSITIONS**

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge, Atatürk's Principles and History of Revolution

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 9 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

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".

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

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".

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

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".

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

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.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

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.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

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.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

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.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

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".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

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.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

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.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

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.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

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".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

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".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

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.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

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".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

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".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

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.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

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.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

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".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

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.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

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".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

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.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

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.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE IN THE UNIVERSE AND THE 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 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":

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 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.)

Generalisations/Key Concepts

Generalisations

The concept of "films, film genres, futuristic films with futuristic ideas, and technology" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning context. For instance, a student of an upper-secondary school in year 9, may know what a film is, what film genres are, what kind of films the futuristic films could be but will not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn them more easily in a foreign language, in this case English.

Key Concepts

Films, different kinds of films, film genres, futuristic films, life in futuristic films.

INDICATORS FOR LEARNING (Assessment and Evaluation)

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.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

It is generally accepted that people who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. For instance, this theme is based on the concept of "films, film genres, futuristic films with futuristic ideas, and technology" and it is present in almost all languages, with some exceptions. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning context. For instance, a student of an upper-secondary school in year 9, may know what a film is, what film genres are, what kind of films the futuristic films could be, but will not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, students could be able to recognise and express such situations in their own language, and this knowledge would prepare them to recognise the same concepts later in their foreign language, English.

In terms of preparation for the current new theme, it is assumed that they have learnt some basic words about films or other entertaining content such as "an actor, a film, a comedy, a drama, a romance." and how to describe their feelings about them with adjectives such as "exciting, funny, scary, good, real, interesting, etc." and how to talk about them by using some structures such as "What's/is it/this? It's/is a film. What kind of a film is it? It's/is a comedy film. What kind of films do you like? I like comedies. Do you like dramas? No, I don't." in English from the previous themes or years. These grammar items and vocabulary can be used as a basis for learning the new language grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that the physical, cognitive, affective, and social factors are appropriate and suitable for students to learn about "films, film genres, futuristic films with futuristic ideas, and technology". Therefore, a contextual close (gapped) test about "films" could be given to the students for remembering and practising the previously learnt items could be delivered to discuss and fill in the blanks with the required words and phrases in pairs. This session can help them revise all the vocabulary and grammatical items used from previous themes or previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how much they use these items correctly to build their competence in the current theme. It can help the teacher decide what to emphasise or practise in order to revise previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices).

Establishing Links

Students are asked to recall the "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have

finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.9.8.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the universe and future”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the universe and future” to prepare themselves to work on guessing the topic of the current theme, “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” **(V4.5, V5.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.9.8.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V11.1, LS1, LS4, LS5, LS9, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by

thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.9.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V11.1, LS2, LS4, LS5, LS9)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V5.2, LS5, LS9)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components

contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.9.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**(D3.4, V3.3, V5.2, LS1, LS2, LS4, LS9, CS2.8)**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.9.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4, V11.1, LS9**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.9.8.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" (**D3.7, D3.2, D3.6, V3.4, V11.1, LS1, LS2, LS4, LS5, LS9, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target)

words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, V11.1, LS1, LS4, LS9)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what

they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, V11.1, LS2, LS4, LS5, LS9, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, V11.1, LS1, LS5, LS6, LS9, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.9.8.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some

sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.8.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading

starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.9.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" (**D3.6, V11.1, LS2, LS5, LS9, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.9.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V11.1, LS1, LS5, LS6, LS9, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.9.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.9.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, V11.1, LS9, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.9.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.9.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.9.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V11.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.9.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All

the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG.9.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology through their writing tasks **(V11.1, CS3.3, LS9)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG.9.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG.9.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V11.1, LS1, LS9, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.9.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video

stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG.9.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(D3.6, SELS2.1, CS2.13)**.

ENG.9.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" **(V11.1, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.9.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To talk about futuristic films in English by using the target vocabulary and target grammar.

Activity 1: Futuristic Film Promotion

In this activity, students work in small groups and brainstorm a futuristic film idea, including the genre (e.g., time travel), plot (e.g., robots saving or harming humanity), and characters (e.g., an adventurous crew). Each group collaborates to develop and present their film promotion to the class. They use descriptive adjectives such as futuristic, advanced, technological to enhance their presentation. As a final product, students design a poster that displays their film idea, featuring its title, key elements, and visuals to represent their concept. After each presentation, the teacher and peers give constructive feedback, focusing on creativity, use of target vocabulary, and clarity of ideas. They also provide positive reinforcement feedback to help students refine their language and teamwork skills. Students reflect on their thoughts and feelings about the activity.

Objective: To help students reconstruct a futuristic film concept in English through an interactive information

gap activity by using the target vocabulary and target grammar.

Activity 2: Reconstructing the Film Schema

In this activity, students work in groups and are provided with different parts of a text describing a futuristic film (e.g., the plot, characters, and futuristic elements such as space exploration or advanced technology). Each group member receives a unique section of the text to read individually. One student from the group stands at the board to create a film schema, including elements like the title, main plot, characters, and key futuristic themes.

Group members, after reading their parts, explain the information to the student at the board in their own words, ensuring they use the target vocabulary such as futuristic, advanced, technological and the target grammar where appropriate (e.g., "The film will focus on robots saving humanity".2). The student at the board uses the shared information to fill in the schema.

In the end, the teacher reveals the original film schema, and the class compares it to the reconstructed version. The groups discuss the differences and provide feedback on the accuracy and clarity of their communication. The teacher and peers give constructive feedback, highlighting effective explanations, use of vocabulary, and teamwork, while offering suggestions for improvement. This activity ensures active participation and collaborative learning while fostering critical thinking and language development. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students describe different film genres in English by using the target vocabulary and target grammar.

Activity 1: Film Genre Match-Up

In this activity, students receive a worksheet containing film genre names such as comedy, action, time travel, and space adventure alongside images representing each genre. They match each image with the correct genre name, helping them associate vocabulary with visual cues. To reinforce support and enhance their understanding, students write one sentence about their favourite genre by using target language items, for example, "Comedy films make people laugh". A word bank with genre names and sample sentences is provided to guide them. At the end of the activity, students actively share their sentences with the class or in small groups, fostering engagement and allowing them to practice the target vocabulary. After sharing, the teacher and peers provide feedback, focusing on sentence accuracy, use of target vocabulary, and creativity. Positive reinforcement is used to encourage participation and highlight successful language use, helping students to build confidence and improve their skills. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about futuristic ideas in English by using the target vocabulary and target grammar.

Activity 2: Futuristic Sentence Builder

In this activity, students are provided with sentence fragments on physical cards (e.g., "Robots will", "help people", "in the future") or digital cards using web 2.0 tools if available. Students rearrange the fragments to create meaningful and grammatically correct sentences, focusing on futuristic ideas. For those without access to web 2.0 tools, teachers can distribute printed sentence fragments or write them on the board for group work. Visual aids such as printed or drawn pictures of robots, space exploration, and alien invasions can be used to stimulate ideas.

After students create their sentences, they read them aloud to the class or in small groups. The teacher and peers provide constructive feedback, focusing on accuracy, creativity, and use of target vocabulary. Positive reinforcement is encouraged to build confidence and highlight successful usage of the target language. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 10

REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations

This theme is centred on the concept of "school life and education" and covers the sub-themes of "different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress, national days and celebrations". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammmaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.1.L2. Students can bring together the information in the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.1.L3. Students can make sense of and derive meaning from the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.1.R1. Students can prepare for reading the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.1.R2. Students can bring information together about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.1.R3. Students can make sense of and derive meaning from the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.10.1.W1. Students can prepare for writing efficiently and accurately based on the current content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.1.W3. Students can construct new written content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.1.W4. Students can practise producing written content based on the current theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.1.W5. Students can engage in the process of writing related to the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.1.W6. Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.1.S2. Students can analyse and understand the model content related to "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*

- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.
- c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.
- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.10.1.S4. Students can construct meaningful spoken content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.10.1.S5. Students can reconstruct the information about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.10.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.

- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-themes: "Different types of schools in the world; regular and extracurricular activities in different types of schools; school anxiety and stress; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for general terms related to education:

Nouns: An educational system, a diploma, a year group (a grade level), an extracurricular activity, a qualification. Verbs: To graduate, to succeed.

Vocabulary for types of schools:

Nouns: A nursery, a preschool (kindergarten-AmE), a primary school (elementary school-AmE), secondary education, a lower secondary school (junior high-middle school-AmE), an upper secondary school (senior high-highschool-AmE), a private school, a boarding school.

Vocabulary for facilities in different types of schools:

Nouns: A tennis / basketball court, a prayer room, a staffroom (teachers' lounge-AmE), a canteen (cafeteria, AmE), a courtyard, a locker room, food technology room (cooking lab-AmE)

Vocabulary for regular activities in different types of schools:

Nouns: Classwork, a quiz, a presentation, laboratory work, literature, PE, religion and morals (RE).

Vocabulary for extracurricular activities in different types of schools:

Nouns: Volleyball, gymnastics, rugby, badminton, photography, sculpture.

Vocabulary for clubs and competitions in different types of schools:

Nouns: A chess club, a literature club, an art club, a coding club, a volunteering club, a spelling bee club.

Vocabulary for school anxiety and stress:

Nouns: Anxiety, time management. Adjectives: Anxious, perfectionist.

National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Present Tense vs The Present Progressive Tense: (The teacher explains the lesson every morning. The students are discussing a project in the seminar room right now.)

-Nothing, something, anything: (There is nothing in the locker room because the students cleared it out. The counsellor said there is something bothering the pupil, but they won't talk about it. Is there anything you need help with before the exam?)

-Question tags for The Simple Present Tense & The Present Progressive Tense: (The students practise martial arts after school, don't they? The canteen isn't serving lunch now, is it? She can't attend the Science club today, can she?)

-Adverbs of frequency: (The pupils always arrive on time for their Physics lectures. Our school often organises

international spelling bees.)

-Questions: who, where, when, how, why, what kind of, what...like:

(Who is leading the Volunteering club this year?

Where can I find the counsellor's office?

When is the next presentation in the Art club?

How do you manage your school stress during exam weeks?

Why is the gym closed today?

What kind of extracurricular activities does the school offer?

What is your new headmaster like?)

-Pronouns: something, anything, nothing: (The pupil thought of something creative for their Literature project. Is there anything in the food technology room that we can use for the experiment? They did nothing to prepare for the quiz, so they are worried.)

-Must/can't for deduction: (She must be in the locker room because her bag is still here.

The headmaster can't be at school right now; he is attending a conference.)

-Object pronouns: (The counsellor spoke to them about managing anxiety. The teacher asked the students to meet her in the conference room after the lecture. Our club leader said he would explain the rules to us during the next meeting.)

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing regular and extracurricular activities; describing routines, activities and events.

-Use of the Present Progressive Tense: Describing temporary actions or actions happening now.

-Use of The Simple Present Tense vs The Present Progressive Tense: Contrasting what usually happens with what is happening now.

-Use of Nothing, Something, Anything: Discussing opportunities and availability of resources at different contexts.

-Use of Question Tags for The Simple Present Tense & The Present Progressive Tense: Confirming or clarifying facts about different situations.

-Use of Adverbs of Frequency: Expressing how often certain activities or routines take place.

-Use of Questions: who, where, when, how, why, what kind of, what...like: Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events.

-Use of Pronouns: Something, Anything, Nothing: Discussing emotional states and facilities related to schools; sharing information about school-related problems or solutions.

-Use of "Must/Can't" for deduction: Making logical assumptions about school environments, activities, or students' feelings.

-Use of Object Pronouns: Referring to students, teachers, or facilities in different school contexts.

Target Social Language Expressions in Use:

Don't be in a rush at school!

Don't skive off too often!

Rise and shine for school, dear!

Let's catch up during lunch time!

Don't miss the school bus!

Target Phonetical Sounds in Use:

Intonation for positive statements, negative statements, questions, and question tags.

Generalisations/Key Concepts

Generalisations

The target concept of this theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" is present in almost all languages. Students who start to learn a new language inevitably bring

with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "school life and education with its components such as different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" mean but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

School life, education, different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students create a comprehensive project titled "School Life and Education" that focuses on the themes of different types of schools in the world, regular and extracurricular activities, and school anxiety and stress. Students begin by researching and describing various types of schools around the world, such as public schools, private schools, boarding schools, and alternative schools, highlighting their unique characteristics. Next, they explore both regular activities, like lessons and exams, and extracurricular activities, such as sports, arts, and clubs, emphasising how these contribute to student development. Additionally, they address the challenges students face, including school-related anxiety and stress, and propose strategies or activities that help overcome these issues. The project should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "school life and education with its components such as different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in an upper secondary school may know what school life and education, school types, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper-secondary school in year 10, they are expected to know some basic vocabulary about "school life and education" in English from previous themes or years such as "a teacher, a student, a headmaster, a class, a classroom, to study, to go to school etc." and also some structures such as "What's/is it/this? It's/is a classroom. What do students do at school? They study and they learn? What are they learning now? They are learning about the people in the school now." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "school life and education with its components such as different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related

and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (At the beginning of the academic term, there is a month-long programme revision programme of intensive revision of the themes, vocabulary, and language chunks from previous years but, before starting each new theme, such as a short revision is also carried out to support their learning process.) (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with

the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “school life and education”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “school life and education” to prepare themselves to work on guessing the topic of the current theme, “school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations” **(V1.1, V3.4, V5.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.10.1.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V12.1, V13.2, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.10.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V12.1, V13.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without

stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations' are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V12.1, V13.2, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.10.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological

aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.10.1.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember

the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations' **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of

the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1**,

V3.4, V4.2, V4.4). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the

students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.1.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" (**D3.6, V12.1, V13.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of

scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations' mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V12.1, V13.2, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations' in their later free writing tasks

(D3.6, SELS1.2, V3.2, LS1).

ENG.10.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own **(V16.1)**. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG.10.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V12.1, V13.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG.10.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG.10.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations' through their writing tasks **(V12.1, V13.2, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2,**

SELS2.2, V4.3, V12.1, LS1).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5).**

ENG.10.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13).**

ENG.10.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V12.1, V13.2, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5).**

ENG.10.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20).**

ENG.10.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(D3.6, SELS2.1, CS2.13).**

ENG.10.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the

theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about regular and extracurricular activities at different types of schools, school anxiety, and stress in English through a discussion activity by using target vocabulary and target grammar.

Activity 1: Pick, Discuss, and Present

The teacher informs students that they will work in small groups to discuss school-related topics. The teacher writes discussion questions, such as "How often do students participate in extracurricular activities at your school?" and "What facilities must a school have to reduce stress?" on small pieces of paper and places them in a box. Each group sends one student to pick a question from the box. The group discusses the selected question, with each member giving a different answer using adverbs of frequency (e.g., Students usually participate in sports) and deduction (e.g., The gym must be an important facility). After the discussion, the group writes down their answers and reads them aloud to the class. The teacher provides feedback on pronunciation and correct use of the target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about regular and extracurricular activities at different types of schools, school anxiety, and stress in English through a matching activity by using target vocabulary.

Activity 1: Match & Learn

The teacher provides students with a worksheet including pictures and school-related vocabulary words (e.g., cafeteria, gym, exams, soccer, stress) or uses a web 2.0 tool to design the matching activity. Students work in pairs to match each picture with the correct English word by drawing lines, writing the answers, or interacting with the digital tool. After completing the activity, they take turns reading the words aloud to practice pronunciation. The teacher gives constructive and supportive feedback. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 2: CLASSROOM LIFE & LEARNING****Sub-themes: Learning activities in the classroom; personal learning styles; learning with technology in the classroom**

This theme is centred on the concept of "classroom life and learning" and covers the sub-themes of "learning activities in the classroom; personal learning styles; learning with technology in the classroom". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.2.L1.Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.2.L2. Students can bring together the information in the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.2.L3. Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.2.R1. Students can prepare for reading the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.2.R2. Students can bring information together about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.2.R3. Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.10.2.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.2.W3. Students can construct new written content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.2.W4. Students can practise producing written content based on the current theme "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.2.W5. Students can engage in the process of writing related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.2.W6. Students can reconstruct their writing about the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.2.S2. Students can analyse and understand the model content related to "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.10.2.S4. Students can construct meaningful spoken content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.10.2.S5. Students can reconstruct the information about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.10.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: "Learning activities in the classroom; personal learning styles; learning with technology in the classroom"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for learning activities in the classroom:

Nouns: A role-play, an interactive activity, brainstorming. Verbs: To summarise, to analyse, to define, to conclude.

Vocabulary for personal learning styles:

Nouns: Note-taking, mind mapping and repetition, self-assessment. Verbs: To visualise.

Vocabulary for learning with technology in the classroom:

Nouns: Connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer. Verbs: To access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out.

***National and religious days, festivals and celebrations:**

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Future Tense: (The teacher will assign a brainstorming activity tomorrow.)

-Be Going to Future Tense: (I'm going to summarise the main points of the debate for our next class.)

-Question tags: (We should always collaborate on assignments, shouldn't we? The students will log in to the website for their group work, won't they?)

-Should & ought to for obligation: (Students should share their ideas during brainstorming sessions to improve collaboration. You ought to take notes while the teacher is explaining the concept map.)

-Must-have to for prohibition and obligation: (You must not share your password with anyone. The teacher said we have to upload our assignments by 5 p.m.)

-Reflexive Pronouns: (You should ask yourself if you are using the right method to solve the problem. The students taught themselves how to use the AI-based learning tool.)

-Can for polite requests, permission, probability, and possibility: (Can I access the homepage to download the assignments? The students can collaborate more effectively by using the interactive activity.)

-Might for polite requests and probability: (Might you show me how to use the printer for the concept mapping task? The laptop might not connect to the server due to a weak signal.)

-Possessive pronouns: (The laptop on the table is mine, but the printer is yours. The summary is complete, but we still need to check if the solution is theirs.)

-Possessive ('s): (The teacher's instructions were clear about how to define the concept. The student's laptop crashed while they were trying to edit the file.)

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Future Tense: Making predictions, decisions, promises, or offers made at the moment of speaking; predicting upcoming events.

-Use of "Be Going to" Future Tense: Describing plans, intentions, or events based on evidence or prior decisions; describing planned activities and personal learning.

-Use of the Simple Future Tense vs. Be going to: Expressing the difference between immediate and planned future actions and events.

-Use of "Question Tags": Confirming or clarifying information in a polite or engaging way; inviting agreement

or discussion from the listener.

-Use of Modal "Should & ought to" for obligation: Giving advice or making recommendations about what is the right or responsible action to take.

-Use of Modals "Must-have to" for prohibition and obligation:

-Use of Modal "Must": Expressing strong necessity, rules, or personal obligations.

-Use of Modal "Have to": Indicating external obligations or requirements; setting rules.

-Use of "Reflexive Pronouns": Referring to actions where the subject and the object are the same; emphasising that someone performed an action without help.

-Use of Modal "Can" for polite requests, permission, probability, and possibility:

Polite Requests: Asking for something in a kind way; making requests in classroom interactions.

Permission: Requesting or granting the right to do something.

Probability: Indicating likelihood of an event.

Possibility: Expressing potential outcomes or abilities.

-Use of Modal "Might" for polite requests and probability:

Polite Requests: Asking in a formal or less direct way.

Probability: Expressing uncertainty or potential likelihood of events.

-Use of "Possessive Pronouns": Indicating ownership or relationships between people or things; replacing nouns to avoid repetition.

-Use of "Possessive ('s)": Showing ownership or belonging; indicating relationships, associations, or attributes.

Target Social Language Expressions in Use:

Don't sleep in! The first lesson is early!

Let's keep moving in class all morning!

It's time to crack open a book!

Let's keep our heads down to finish our homework!

Target Phonetical Sounds in Use:

Long and short vowels:

a: (/aɛ/; /aɛi/; /ə/; /a:/; /eɪ/; /a:/; /a/; /ɔ:/; /eə/)

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.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "classroom life and learning with its components such as learning activities in the classroom; personal learning styles; learning with technology in the classroom" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "classroom life and learning with its components such as learning activities in the classroom; personal learning styles; learning with technology in the classroom" mean but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Classroom life, learning, learning activities in the classroom, personal learning styles; learning with technology in the classroom.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students create a project titled "Classroom Life and Learning," focusing on three main components: learning activities in the classroom, personal learning styles, and learning with technology. Students will begin by describing the different types of activities they participate in during lessons, such as group discussions, individual assignments, or hands-on experiments, and explain how these activities help them learn. They then reflect on their personal learning styles—whether they learn best by listening, seeing, or doing—and provide examples of strategies or techniques that work for them. Finally, students explore the role of technology in their classroom learning, discussing tools like smart boards, tablets, or online resources, and how these enhance their education. The project can include written explanations, drawings, or digital presentations to make it creative and engaging. Students present their work in class, and the assignment will be evaluated based on clarity, creativity, content, and presentation skills. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "classroom life and learning with its components such as learning activities in the classroom; personal learning styles; learning with technology in the classroom" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 10 may know what classroom life and learning, learning styles, roles and responsibilities, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 10, they are expected to know some basic vocabulary about "classroom life and learning" in English from previous themes and/or years such as "to study, to learn, homework, and so on" and also some structures such as "What kind of schools are there? What are they? What do students regularly do at schools? How do they feel in their schools?" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "classroom life and learning with its components such as learning activities in the classroom; personal learning styles; learning with technology in the classroom" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual classroom poster could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.).

Establishing Links

Students are asked to recall "classroom life and learning with learning activities in the classroom; personal

learning styles; learning with technology in the classroom”, by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “classroom life and learning”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “classroom life and learning” to prepare themselves to work on guessing the topic of the current theme, “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” (**V10.3, V14.2, V16.3, V20.4, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.10.2.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V10.3, V14.2, V16.3, V20.4, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.10.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V10.3, V14.2, V16.3, V20.4, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in

the classroom” are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V10.3, V14.2, V16.3, V20.4, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.10.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words,

and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.10.2.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding

which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time

expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this

once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical

structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.2.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" (**D3.6, V10.3, V14.2, V16.3, V20.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation

skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V10.3, V14.2, V16.3, V20.4, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.10.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.10.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and

affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V10.3, V14.2, V16.3, V20.4, V14.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.10.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.10.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom through their writing tasks (**V10.3, V14.2, V16.3, V20.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.10.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.10.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V10.3, V14.2, V16.3, V20.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.10.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.10.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.10.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these

feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about learning activities in the classroom and learning with technology in the classroom in English through a drama technique by using target vocabulary.

Activity 1: Classroom Drama Box

The teacher prepares classroom situations, such as forgetting an assignment, asking for help, or explaining how to use a laptop, and gives each group a different scenario. Students work in pairs or small groups to create a short dialogue using target vocabulary (e.g., assignments, brainstorming, analyses) and grammar (e.g., modal verbs, reflexive pronouns). They act out their dialogue in front of the class, using expressions like "Can I explain something?" or "I'll summarise the main points". After each role-play, the teacher and classmates provide feedback on pronunciation, vocabulary use, fluency, and creativity. Students reflect on their thoughts and feelings about the task.

Supporting

Objective: To talk about learning activities in the classroom and learning with technology in the classroom in English through a matching and fill-in-the-blanks activity by using target vocabulary.

Activity 1: Match & Complete

The teacher provides a worksheet to the students. In the first section, students match pictures with the corresponding vocabulary words. For example, a picture of a laptop is matched with the word "laptop". In the second section, after understanding the meanings of the words, students complete a fill-in-the-blanks activity using a word bank (assignments, pair work, role-play, laptop, password, brainstorming, interactive activity, printer). Example sentences may include: "Our teacher gave us three ____ to complete by next week", or "Can I use the ____ to print my report?". At the end of the activity, the teacher checks the answers with the class, explains the correct options, and provides constructive feedback. Students reflect on their thoughts and feelings about the task.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 3: PERSONAL LIFE & WELL-BEING**

Sub-themes: Body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences

This theme is centred on the concept of "personal life and well-being", and covers the sub-themes of "body parts; human illnesses and diseases; human nature and well-being in both present and future contexts; and fashion along with personal fashion preferences." These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.3.L1. Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.3.L2. Students can bring together the information in the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.3.L3. Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.3.R1. Students can prepare for reading the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.3.R2. Students can bring information together about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.3.R3. Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.10.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.3.W3. Students can construct new written content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.3.W4. Students can practise producing written content based on the current theme "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.3.W5. Students can engage in the process of writing related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.3.W6. Students can reconstruct their writing about the current theme on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.3.S2. Students can analyse and understand the model content related to "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.
- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.10.3.S4. Students can construct meaningful spoken content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.10.3.S5. Students can reconstruct the information about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.10.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

PERSONAL LIFE & WELL-BEING

Sub-themes: "Body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for body parts:

Nouns: A forehead, an eyebrow, an eyelash, a chin, a chest, lips, a tongue.

Vocabulary for human illnesses and diseases:

Nouns: A cold, flu, a fever, a cough, a headache, a stomach ache, a sore throat, a toothache, a backache, an earache, an allergy, an allergic reaction, diabetes, COVID, acne, malaria, chickenpox, measles, a painkiller, an emergency. Verbs: To vomit, to feel dizzy, to breathe.

Adjectives: Painful.

Vocabulary for human nature and human well-being today and in the future:

Nouns: Empathy, social connection, happiness, global citizenship, digital detox, sustainability, self-care.

Adjectives: Ambitious, compassionate, courageous.

Vocabulary for fashion and personal fashion preferences:

Nouns: (Accessories): A scarf, a headscarf, a necklace, earrings, a bracelet, a ring, a watch, a belt, a hat, a handbag, a hairband (a headband-AmE), a cap, a beret, a tie, a bow tie, gloves, a backpack (rucksack).

Adjectives: (Styles): Stylish, trendy, classy, smart casual, vintage, neat, well-dressed, (Clothing materials): denim, leather, cotton. (Clothing patterns): floral, striped, plain, checked, patterned.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-All future tenses mixed: (revisional): (By next year, she will have improved her health by running every day. She is going to start yoga this weekend to improve flexibility and balance. I will try to stay resilient no matter how difficult things get in the future.)

-Can for ability (revisional): (I can lift heavy weights with my arms because I work out every day.)

-Comparative Adjectives (Regular, Irregular) (revisional): (His new haircut looks better than his previous style. She is more ambitious than anyone in her social circle.)

-The Simple Present vs Present Progressive for Future: (She exercises every morning to keep fit and healthy. She is exercising at the gym right now to stay fit.)

-Should for Advice: (You should wear a scarf in winter to protect your neck from cold winds.)

-Could for ability: (She could run a marathon if she trains her legs and increases her endurance.)

-Adjectives (regular, -ing ending, -ed ending): (She has a beautiful face with sparkling eyes. The patient felt dizzy after experiencing a high fever. Her amazing energy inspires everyone in her fashion design team. After running for an hour, he felt exhausted and his legs were sore).

-As...as, same...as, like, alike: (My sister's hair is as long as mine, both silky and healthy. Her style is similar to a vintage fashion icon, effortlessly chic.)

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Present vs. the Present Progressive for Future: Expressing scheduled or timetabled future events (Simple Present); expressing current intentions, ongoing plans, or arrangements for the near future. (Present Progressive).

Use of All Future Tenses (Mixed)(revisional): Expressing various degrees of certainty, intention, probability, and aspirations about future actions, events, and plans.

-Use of modal "Should" for Advice: Giving suggestions, advice, and recommendations about what is right or appropriate.

-Use of modal "Can" for Ability: Expressing past abilities, hypothetical situations, and future possibilities.

-Use of modal "Could" for Ability: Expressing present or future abilities, skills or possibilities.

-Use of Adjectives (Regular, -ing ending, -ed ending): Describing characteristics, emotions, and states (regular adjectives); describing ongoing actions or experiences (adjectives with -ing endings); describing feelings or states resulting from experiences (adjectives with -ed endings).

-Use of Comparative Adjectives (Regular, Irregular): Comparing two things in terms of greater or lesser degree.

-Use of "As...as, Same...as, Like, Alike": Expressing similarity, comparison, and likeness between objects, actions, or people; describing similarities in personal habits.

Target Social Language Expressions in Use:

At last, you're here in the flesh!

Let's break the leg for the concert tonight! Oh, my God! I'm in her bad books!

My grandpa is fit as a fiddle despite his age! I'm feeling in the pink and ready to study!

Target Phonetical Sounds in Use:

Vowels: e: (/e:/, /i:/, /ə/)

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.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "personal life and well-being with its components such as body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. Most example, a student in an upper secondary school may know what "personal life and well-being with its components such as body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" mean, but may not know how to say these things in their own language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Personal life, well-being, body parts, human illnesses, diseases, human nature, human well-being today, human well-being in the future; fashion, personal fashion preferences.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students create a project titled "Personal Life and Well-Being" focusing on the body parts, human illnesses and diseases; human nature and well-being today and in the future; and fashion and personal preferences. Students begin by exploring the human body and describing key body parts and their functions. They then discuss common illnesses and diseases, including ways to stay healthy and prevent these conditions according to their ages and levels. Then, students reflect on human well-being,

comparing how people maintain physical and mental health today versus what it might look like in the future. Finally, students explore the role of fashion in personal identity by describing their fashion preferences and how clothing choices affect confidence and self-expression. The project can include written descriptions, illustrations, or creative presentations, such as posters or digital slideshows. Students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "personal life and well-being with its components such as body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 10 may know what personal life and well-being, human nature, illnesses and diseases mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 10, they are expected to know some basic vocabulary about "personal life and well-being" in English from previous themes and/or years such as "a leg, trousers, cold, flu, to wear" and also some structures such as "What's the matter with you? How are you feeling now? Do you have the flu? Is it boring to live without a smartphone?" in English from the previous themes or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "personal life and well-being with its components such as body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a short video clip could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the video clip in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow

begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “personal life and well-being”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “personal life and well-being” to prepare themselves to work on guessing the topic of the current theme, “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” (**V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.10.3.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1**,

V20.3, LS1, LS4, LS5, CS2.2). They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.10.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The

teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.10.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to

the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.10.3.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the

teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The

teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions

(D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.10.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others

by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.3.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” (**D3.6, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “personal life and well-being with body parts,

human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.10.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.10.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part

in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.10.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.10.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences through their writing tasks (**V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.10.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by

increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.10.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.10.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.10.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.10.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences” (**V13.1, V13.2, V13.3, V13.4, V17.1, V18.1, V20.3, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a

whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about human nature and human well-being today and in the future; fashion and personal fashion preferences in English by using target vocabulary and target grammar.

Activity 1: Future Well-being Plan

Students individually create a future lifestyle plan that focuses on personal health, fashion preferences, and sustainability, including details about diet, exercise, digital habits, and fashion choices. For example, a student might write, "In 2030, I will exercise five times a week to stay healthy and choose sustainable, cotton-based clothing to protect the environment". After preparing their plans, students present them in small groups, comparing their ideas using sentences such as, "This plan is more suitable (sustainable) than my current lifestyle", or "It will be as trendy as fast fashion but more eco-friendly". In the end, the teacher gives feedback on pronunciation, the use of target vocabulary, and target grammar. The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about human illnesses, diseases and give advice in English through a role play activity by using the target vocabulary.

Activity 1: Doctor & Patient Role-Play

Students work in pairs with predetermined roles: Student A as the "Doctor" and Student B as the "Patient". The teacher prepares papers with symptoms and related advice (e.g., "headache—take a painkiller") and places them in a box. Each pair selects a paper. The "Patient" uses the symptom to explain their problem (e.g., "I have a headache"), and the "Doctor" gives advice based on the paper (e.g., "You should take a painkiller"). After each pair performs, the teacher and other students provide constructive and supportive feedback on pronunciation and sentence accuracy. The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 4: FAMILY LIFE & HOME**

Sub-themes: Family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world

This theme is centred on the concept of "family life and home" and covers the sub-themes of "family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.4.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.4.L2. Students can bring together the information in the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.4.L3. Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.4.R1. Students can prepare for reading the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.4.R2. Students can bring information together about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.4.R3. Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.10.4.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.4.W3. Students can construct new written content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.4.W4. Students can practise producing written content based on the current theme "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.4.W5. Students can engage in the process of writing related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.4.W6. Students can reconstruct their writing about the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.4.S2. Students can analyse and understand the model content related to "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*

- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.
- c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.
- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.10.4.S4. Students can construct meaningful spoken content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.10.4.S5. Students can reconstruct the information about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.10.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.

- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: "Family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family members and their daily routines:

Nouns: (revisional) a great-grandmother/father, a mother / father / brother / sister / daughter / son-in-law, a half-sister/brother, (target) a sibling, a distant relative. Verbs: To run errands, to commute, to do household chores, to do the dusting, to do the laundry, to set the table, to empty the dishwasher, to do the ironing.

Types of families:

Nouns: A single-parent family, an immediate family, a family, a nuclear family.

Vocabulary for different types of houses and families from the world:

Types of houses:

Nouns: (revisional) a detached house, a semi-detached house, a cottage, villa, a terraced house, (target) an attached house, an igloo, a hut, a houseboat, a farmhouse, a treehouse.

Vocabulary for hobbies and interests of family members (sports & films):

Sports:

Nouns: Playing badminton, to go cycling / running / jogging / hiking / trekking / rafting / swimming / surfing / skating / skiing / snowboarding, to ride a horse, to do archery, to do extreme sports.

Vocabulary for film genres:

Nouns: Science fiction (sci-fi), thrillers, horror films, documentaries, (target) romantic comedies, sitcoms.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense (to be: Was/Were, There was/There were) (Regular, Irregular verbs): (Yesterday, there was a big family gathering at our detached house. My sisters were very hardworking; they prepared meals, tidied up, and set the table every day. My brother played basketball every weekend when he was younger.)

-Question tags: (Your sibling likes watching science fiction films as a teenager, doesn't she?)

-Could for ability: (My sister could ride a horse very well when she was younger. My father could do archery when he was a teenager living in the countryside.)

-Used to: (When I was a child, we used to live in a small cottage in the mountains. My great-grandmother used to wake up at 5 a.m. every day to do the cleaning and washing up.)

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Past Tense (to be: was/were, there was/were)

Regular, irregular verbs: Describing actions, states and/or events that happened and were completed in the past.

- Use of "Question Tags" with the Simple Past Tense: Seeking information about people, actions, or events, whether they happened in the past.
- Use of Modal "Could" for ability (in the past): Expressing past or present abilities, skills, and/or possibilities.
- Use of "Used to": Describing habits, or states that were true in the past but are no longer the case.

Target Social Language Expressions in Use:

Cheers for helping me!
 Keep your chin up!
 She's under the weather because of her problems!
 The exam was just a doodle!
 You always pull my leg!

Target Phonological Sounds in Use:

Vowel: i (/aɪ/, /ɪ/, /i:/)

Consonants: j (/dʒeɪ/, /dʒ/); k: (/k/); l: (/ɛl/ /l/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "family life and home with its components such as family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. Most example, a student in an upper secondary school may know what "family life and home with its components such as family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Family life and home with its components such as family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will create a project titled "Family Life and Home," exploring the dynamics of family life across time and cultures. They will begin by describing the daily routines of their family members, comparing these routines to those of previous generations to highlight how roles and responsibilities have evolved. Next, they will focus on hobbies and interests within the family, such as favourite sports or films, and explain how these activities contribute to relations and personal expression. Finally, students will research different types of houses and family structures around the world, comparing them to their own experiences and reflecting on how cultural differences influence family life and home environments. The project should include creative elements such as family interviews, photos, drawings, or videos and will be presented in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "family life and home with its components such as family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different

types of houses and families from the world" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 10 may know what family life and home, types of houses, family members, their hobbies and their daily routines mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 10 of an upper secondary school, they are expected to know some basic vocabulary about "family life and home" in English from previous themes and/or years such as "father, mother, brother, sister, a secretary, a security guard, an architect, a mechanic, a clinic, an office," and also some structures such as "What does your father do at the weekends? What does your sister like watching? How does your brother go to school?" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "family life and home with its components such as family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “family life and home”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “family life and home” to prepare themselves to work on guessing the topic of the current theme, “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” (**V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.10.4.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be

played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.10.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3),

(6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.10.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and

feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.10.4.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text

(D2.4, D3.2, SELS2.2, V4.2, V6.2). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then

the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks

them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.4.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained

above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” (**D3.6, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.10.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.10.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication

with others (**SELS3.2, SELS3.3, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.10.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.10.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through their writing tasks (**V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.10.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.10.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more

controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V2.1, V2.2, V2.3, V2.4, V8.3, V14.1, V15.5, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.10.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.10.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.10.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about past and present routines in English through reading skills by using the target vocabulary.

Activity 1: Family Routines - Information Gap Reading

Students work in groups of 3-4. Each student receives a different part of a reading text about a family's daily routines today and in the past (e.g., great-grandmother's routine, sibling's routine, etc.). The group is also given a blank table with headings like Family Member, Past Routine, and Present Routine. One student, who does not read the text, acts as the recorder and asks questions to the others (e.g., "What did the great-grandmother use to do in the morning?"). The others share information from their sections to fill in the table collaboratively. As groups work, the teacher moves around, listening to pronunciation and checking the accuracy of responses, and s/he provides supportive feedback. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To compare past and present routines in English by using target vocabulary and target grammar.

Activity: Past and Present Routines

The teacher writes daily routines (e.g., wake up, vacuum the house) on papers and places them in a box. As an example, the teacher picks a paper (e.g., wake up), forms sentences comparing past and present routines using "used to" (e.g., "I used to wake up at 6 am. Now, I wake up at 7 am") and s/he writes them on the board. Then, students take turns picking a paper, forming similar sentences, and sharing them with the class. The teacher provides constructive and supportive feedback on accuracy and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE**

Sub-themes: Activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city

This theme is centred on the concept of "life in the neighbourhood, city & social life" and covers the sub-themes of "activities to do in attractions and recreational places (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.5.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.5.L2.Students can bring together the information in the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.5.R1. Students can prepare for reading the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.5.R2. Students can bring information together about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.5.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*

- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.

- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.10.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.5.W3. Students can construct new written content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*

- d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to communicate effectively about it.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to support the production of spoken language.

- a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.10.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.10.5.S5. Students can reconstruct the information about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.10.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

Sub-themes: "Activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city"

Target Vocabulary in Use (with revisional vocabulary):

Transportation: A bus, a train, a bike / bicycle, a taxi, on foot, a car, an aeroplane (air-plane-AmE).

Vocabulary for activities to do in attractions and recreational places in the neighbourhood and city (cafes, cinemas; gyms, sports clubs):

Verbs: To surf the Net, to chill out, to buy popcorn/ snacks, to attend fitness classes, to join tournaments, to do Pilates.

Vocabulary for getting help from services in the neighbourhood and the city (pharmacies, hospitals etc):

Nouns: A first-aid kit, a bandage. Verbs: To buy medicine, to ask for advice, to buy health products/ vitamins, to check blood pressure, to attend check-ups, to browse (in a chemist's)

Vocabulary for pros and cons of different types of transportation in the neighbourhood and city:

Transportation: Nouns: Public transport, an underground (subway- AmE), a ferry, a motorbike, a tram, a ship, a lorry (truck-AmE), e-scooters.

Pros and cons: Adjectives: Eco-friendly, reliable, efficient, affordable, convenient, time-saving, time-consuming, polluting, unsafe, uncomfortable, (prone to) delays.

Target Grammatical Structures in Use:

-The Past Progressive Tense: (I was going to the school by bike yesterday morning. I was going to school on foot while you were taking the bus last morning.)

-The Simple Past Tense vs Past Progressive Tense: (The doctor was checking my blood pressure when you called me.)

-Question tags: (You came to school on foot yesterday, didn't you? There wasn't a traffic jam two hours ago, was there?)

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural,

and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Functions of the Target Grammatical Structures in Use:

Use of the Past Progressive Tense: Describing an action or other actions that are in progress in the past.

Use of The Simple Past Tense vs Past Progressive Tense: Contrasting a completed action at specified time in the past with an action in progress at an exact moment in the past.

Use of Question Tags for The Simple Past Tense & The Past Progressive Tense: Confirming or clarifying past events.

Target Social Language Expressions in Use:

I need to pop to the market!

This city is full of cool sights!

Let's catch the bus!

What a traffic jam!

The Topkapı Palace is a must-see in İstanbul!"

Target Phonological Sounds in Use:

Vowel: ɒ: (/əʊ/, /ɒ/, /əʊ/)

Consonants: m (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/, /p/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "life in the neighbourhood, city & social life with its components such as activities to do in attractions and recreational places (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "life in the neighbourhood, city & social life with its components such as activities to do in attractions and recreational places (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" means, but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Life in the neighbourhood, life in the city, social life, attractions and recreational places (cafes, cinemas; gyms, sports clubs), services in the neighbourhood and city (pharmacies, hospitals, etc.), pros and cons of different types of transportation in the neighbourhood and city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students conduct an interview with a person from their neighbourhood such as a driver, a chemist, a neighbour, an officer etc. about past experiences of these people in the city in terms of public transportation, the pros and cons of different types of transportation in the neighbourhood and city, getting help from services in the neighbourhood and the city and social life. Students begin by preparing interview questions. Next, they elicit and decide the questions. Then, they choose the person for the interview. They may use avatars or AI to create characters for the interviews. The interview should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the neighbourhood, city & social life with its components such as activities to do in attractions and recreational places (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals etc); pros and cons of different types of transportation in the neighbourhood and city" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 10 may know what life in the neighbourhood & city & social life, activities, events, places and transportation in the neighbourhood & city & social life mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 10, they are expected to know some basic vocabulary about "life in the neighbourhood, city & social life" in English from previous themes and/or years such as "a house, hospital, cafe, bus, a shop, to go to cinema and so on" and also some structures such as "Where do you live? I live in a flat. What did you do at home yesterday?" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "life in the neighbourhood, city & social life with its components such as activities to do in attractions and recreational places (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English

if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the neighbourhood, city and social life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the neighbourhood, city and social life” to prepare themselves to work on guessing the topic of the current theme, “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” **(V5.1, V5.2, V14.1, V16.2, V17.2, LS1, LS5, LS8)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.10.5.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V5.1, V5.2, V14.1, V16.2, V17.2, LS1, LS4, LS5, LS8, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme

by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS3, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.10.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” as a whole (**LS8, CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V5.1, V5.2, V14.1, V16.2, V17.2, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V5.1, V5.2, V14.1, V16.2, V17.2, LS5, LS8**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the

students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.10.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, LS8, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS3, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4, LS8**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to

the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.10.5.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1)**. Students share with the

whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS8)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them

understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, LS8, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks

her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital,

AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.5.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" (**D3.6, V5.1, V5.2, V14.1, V16.2, V17.2, LS2, LS3, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services

(pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V5.1, V5.2, V14.1, V16.2, V17.2, V14.3, LS1, LS5, LS6, LS8, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.10.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language

for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.10.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.1, V5.2, V14.1, V16.2, V17.2, LS5, LS8, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.10.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.10.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city” through their writing tasks (**V5.1, V5.2, V14.1, V16.2, V17.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, LS8, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning

and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG.10.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG.10.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V5.1, V5.2, V14.1, V16.2, V17.2, LS1, LS8, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.10.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG.10.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(D3.6, SELS2.1, CS2.13)**.

ENG.10.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" **(V4.5, LS5, LS8, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such

as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about activities, services, and transportation options in the city and neighbourhood by listing pros and cons in English by using target vocabulary and target grammar.

Activity 1: City Life Discussions

The teacher divides the class into three groups with specific topics:

Group 1: Activities in attractions and recreational places (e.g., cafés, cinemas, gyms).

Group 2: Getting help from services in the neighbourhood and city (e.g., pharmacies, hospitals).

Group 3: Pros and cons of different types of transportation in the neighbourhood and city.

Each group creates a list of pros and cons using the target vocabulary (e.g., "Public transport saves time but is often crowded", or "Chatting with friends at a café feels relaxing but can be expensive"). Groups present their ideas to the class, and other students ask questions such as, "Why do you think it is reliable?" or "Isn't it time-consuming?" After the discussion, each student writes a short paragraph and explains if s/he agrees or disagrees with one idea and why. The teacher provides feedback on accuracy, use of target vocabulary, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe past activities in different places in English by using target vocabulary and target grammar.

Activity 1: What Were We Doing?

The teacher writes some target words on the board for different places:

At the café: drinking tea, chatting with friends.

At the gym: lifting weights, doing pilates.

At the cinema: watching a movie, eating popcorn.

The teacher gives an example and writes it on the board:

"I was drinking tea at the cafe".

Then, students come to the board one by one and write their own sentences (e.g., "We were watching a movie at the cinema".).

Next, the teacher writes a question and answer on the board:

"What were you doing at the cafe?"

"I was chatting with friends".

Students practise asking and answering questions in a chain drill game format: one student asks the next, and so on. The teacher gives constructive and supportive feedback on accuracy and pronunciation. Students

reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 6: LIFE IN THE WORLD & CULTURE**

Sub-themes: Continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world

This theme is centred on the concept of "life in the world and culture", and covers the sub-themes of continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.6.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.6.L2. Students can bring together the information in the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.6.L3. Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.6.R1. Students can prepare for reading the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.6.R2. Students can bring information together about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.6.R3. Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.10.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.6.W3. Students can construct new written content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.6.W4. Students can practise producing written content based on the current theme "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.6.W5. Students can engage in the process of writing related to the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.6.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.6.S2. Students can analyse and understand the model content related to "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.10.6.S4. Students can construct meaningful spoken content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.10.6.S5. Students can reconstruct the information about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.10.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: "Continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for countries and nationalities:

Countries (revisional): Türkiye, (UK) United Kingdom (England, Scotland, Wales, Northern Ireland), France, Azerbaijan, Germany, Greece, Italy, Spain, China, Japan, Russia, India.

Nationalities (revisional): Turkish, British (English, Scottish, Welsh, Irish), French, Azerbaijani/Azeri, German, Greek, Italian, Spanish, Chinese, Japanese, Russian, Indian

Vocabulary for countries and nationalities:

Countries: Belgium, Croatia, Turkish Republic of Northern Cyprus, Czechia, Denmark, Finland, Hungary, the Netherlands, Poland, Portugal, Sweden, Switzerland, Egypt, Brazil, Argentina.

Nationalities: Belgian, Croatian, Turkish Cypriot, Czech, Danish, Finnish, Hungarian, Dutch, Polish, Portuguese, Swedish, Swiss, Egyptian, Brazilian, Argentinian.

Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans (The Pacific, Atlantic, Arctic, Indian, Southern). Verbs: to be surrounded.

Vocabulary for shopping for food and personal food preferences:

For shopping: A vegetarian, a vegan, a cashier, a shelf, a shop (store-AmE), a trolley (a cart-AmE), a receipt, a discount, a snack, a main course, a starter (an appetizer-AmE), traditional dishes, local dishes.

For preferences:

Healthy Food: Nouns: Garlic, grapes, mushroom. Unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, a dessert, French fries. Adjectives: Spicy, salty, bitter, sour, savoury (savory-AmE), fried, baked, grilled, gluten-free, dairy-free, sugar-free, halal, delicious, home-made.

Vocabulary for Food and Food culture from different parts of the world:

Nouns: Kebab, baklava (Türkiye), pasta, pizza, steak, falafel (Asian), sushi, chopsticks (Japan), croissant, chopsticks (French).

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

- The Present Perfect Tense (With how long, since, for, already, just) (How long have you been gluten-free? I have been gluten-free since I was sixteen.) (I have been to Ireland for six years. I have already ordered fast food. I have just bought some mushrooms.)

- Question Tags: (Türkiye is famous for its traditional dishes, isn't it?) (You've eaten sushi before, haven't you?)

- "Be able to" (Present, Past, Future, Perfect) (She is able to cook traditional dishes from Türkiye. They were able to find the shop despite the heavy rain. We will be able to buy the ingredients for the recipe tomorrow. I have been able to visit many countries this year.)

-Countable and Uncountable Nouns (Some, any, much, many): (She bought some vegetables from the market. Do you have any idea where the shop is? How much time do we have left? How many friends do you have in this city?)

-Need, needn't for obligation (We need to buy some vegetables for dinner. She needn't worry about the project, it's already finished.)

Functions of the Target Grammatical Structures in Use:

-Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present.

-Use of the "Question Tags": Confirming information, encouraging agreement, seeking reassurance.

-Use of Countable Nouns and Uncountable Nouns: Describing an unspecified amount and uncertainty or absence, and expressing large quantities.

-Use of Modals "Need, Needn't" for obligation: Describing that something is required or necessary or is not necessary or obligatory.

Target Social Language Expressions in Use:

Do you want to grab a bite?

I'll pick up a salad!

Let's eat out tonight!

I'm not into spicy food!

Could you lend a hand for this?

Target Phonological Sounds in Use:

Consonants: q: /kju:/, r: /ɑ:/ (Br), /r/ (AmE); , s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/).

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" mean but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Continents, countries, nationalities, shopping for food, personal food preferences, food and food culture from different parts of the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students prepare a project titled "Global Food Culture and Preferences", focusing on the themes of continents, countries, and nationalities; shopping for food and personal food preferences; and food culture from different parts of the world. First, they research continents, countries, and nationalities, describing their unique features. Then, they explore how people shop for food, talk about personal preferences like vegan, halal, or gluten-free, and highlight traditional and modern dishes. Finally, they look at foods from different cultures, such as sushi, baklava, and pizza, and discuss healthy and unhealthy eating habits. They should use creative elements such as maps, charts, or videos and present their projects in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the world and culture with its components such as continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world"

and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 10 may know what life in the world and culture, continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 10, they are expected to know some basic vocabulary about "life in the world and culture" in English from previous themes and/or years such as "Healthy Food: vegetable, fruit, beans, a carrot, garlic, grapes, mushroom, onion, rice, grilled, boiled; Unhealthy Food: a burger, biscuit (cookie-US), cereal, fast food, chips (French fries-US); countries such as France, Germany and so on" and also some structures such as "How long have you been shopping for traditional dishes? She has lived in Italy since 2020, and she loves Italian pasta. I have some bananas in the fridge. They have already tried sushi in Japan. We have just bought some fresh vegetables from the supermarket." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.).

Establishing Links

Students are asked to "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to

the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the world and culture”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the world and culture” to prepare themselves to work on guessing the topic of the current theme, “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” **(V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.10.6.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the

topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.10.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically (**D3.1, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided

by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.10.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.10.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs,

rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section "1.2. Principles for the Implementation of the English Language Curriculum" (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.10.6.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding

the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown

target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas,

thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole

class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.6.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" (**D3.6, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and

language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.10.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.10.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food

and food culture from different parts of the world” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.10.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.10.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” through their writing tasks (**V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.10.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.10.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how

the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, V5.1, V13.1, V13.4, V17.1, V17.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.10.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.10.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.10.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about international foods, their countries of origin, and types through collaborative discussion and critical thinking by using the target vocabulary.

Activity : Food Detective Challenge

The teacher explains that students play a game as "Food Detectives" to solve a mystery about three international dishes. The teacher plays an audio or reads a script with clues about the foods, such as their country of origin, type (e.g., dessert, main course), and cultural significance. Students listen carefully and fill out a worksheet with the following details:

Food Name:

Country of Origin:

Type of Dish (Dessert/Main Course/Snack):

Next, they work in groups to compare answers. Then, each group creates a new clue for a different food and exchanges it with another group to solve. The teacher gives constructive and supportive feedback on accuracy and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about popular international food items and their countries of origin in English by using target vocabulary.

Activity : Exploring Food Cultures Around the World

The teacher begins the lesson by showing students pictures of popular international foods (e.g., pizza, sushi, baklava, tacos, croissants) and asking if they know where these foods come from or if they have tried them. The teacher provides a list of foods and their countries of origin, then writes example sentences on the board, such as "Pizza is from Italy", or "Baklava is a traditional Turkish dessert". Students write their own sentences following this structure. Each student then chooses a favourite food from another culture, draws it, and labels it with a sentence such as "Tacos are from Mexico". Finally, students present their drawings to the class, explaining what the food is, where it is from, and why they like it. The teacher gives constructive and supportive feedback on accuracy and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS****Sub-themes: Natural resources; global problems related to natural resources; protecting natural resources**

This theme is centred on the concept of "life in nature and global problems", and covers the sub-themes of "natural resources; global problems related to natural resources; protecting natural resources". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.7.L1. Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.7.L2. Students can bring together the information in the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.7.R1. Students can prepare for reading the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.7.R2. Students can bring information together about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.10.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.10.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.10.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.10.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.7.W3. Students can construct new written content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.7.S2. Students can analyse and understand the model content related to "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.10.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.10.7.S5. Students can reconstruct the information about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.10.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: "Natural resources; global problems related to natural resources; protecting natural resources"

Target Vocabulary in Use (with revisional vocabulary) :

Vocabulary for natural resources:

Nouns: Renewable resources, non-renewable resources, solar energy, wind energy, geothermal energy, freshwater, groundwater.

Vocabulary for global problems related to natural resources:

Nouns: Deforestation, soil pollution, habitat destruction, global warming, climate change, landslides, floods, loss of biodiversity, energy crisis, water shortage, overpopulation, urbanisation, industrialisation, poverty, carbon footprint, greenhouse gases, environmental problems.

Vocabulary for protecting natural resources:

Verbs: To use energy efficiently, to reduce consumption, to be environmentally conscious, to raise awareness, to take precautions, to reuse, to limit.

***National and religious days, festivals and celebrations:**

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Defining Relative Clauses (that, which, who): (Renewable resources which include solar and wind energy are necessary for sustainable development.)

-Connecting Words (so...): (People need to take precautions, so they can protect wildlife from habitat destruction.)

Functions of the Target Grammatical Structures in Use:

-Use of Defining Relative clauses (that, which, who): Referring to people, objects or things to provide essential information.

-Use of connecting words (so...): Expressing cause and effect; explaining consequences.

Target Social Language Expressions in Use:

People need to take care of Mother nature's bounty!

Our planet works like a well-oiled machine!

We're at the tipping point with the loss of our ecosystem!

Let's save our planet!

Let's be green thumbs and plant trees!

Target Phonological Sounds in Use:

Vowel: u: (/ju: /, /ʌ /, /ju: /)

Consonants: v: (/vi: /, /v /); w: (/w /)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts**Generalisations**

The target concept of this theme "natural resources; global problems related to natural resources; protecting natural resources" is present in almost all languages. Students who start to learn a new language

inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "natural resources; global problems related to natural resources; protecting natural resources" means but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Natural resources; global problems, global problems related to natural resources; protecting natural resources

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: They design and present a project that explores the challenges and solutions related to natural resources (e.g. water, air); global problems related to natural resources; protecting natural resources. They research the importance of conserving natural resources and protecting natural resources, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students write reports, create visual aids (such as posters or presentations), and role-play as conservationists, scientists, or environmental activists. They will simulate scenarios like addressing global problems related to natural resources, pollution, or raising awareness about sustainable practices. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in nature and global problems with its components such as natural resources; global problems related to natural resources; protecting natural resources" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 10 may know what natural resources; global problems related to natural resources; protecting natural resources mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 10, they are expected to know some basic vocabulary about "life in nature & global problems" in English from previous themes and/or years such as "a landscape, a field, a mountain, a hill, a valley, a forest, a jungle, a desert, a river, a lake, a sea, an ocean, an earthquake, to grow, to plant, to water, to gather, to pick, to take care, to protect, to save, to recycle, to feed, to observe, to save, to collect" and also some structures such as "She is planting flowers in the garden. They aren't hiking up the mountain because the weather is too dangerous. Were you cycling near the lake when the lightning struck? While we were having a picnic by the river, a sudden rainstorm began" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "natural resources; global problems related to natural resources; protecting natural resources" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what

they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.7.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in nature and global problems”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in nature and global problems” to prepare themselves to work on guessing the topic of the current theme, “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” **(V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS1, LS3, LS5, LS8)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4, LS8)**.

ENG.10.7.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS1, LS4, LS3, LS5, LS8, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.10.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS2, LS3, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard

in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS5, LS8**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.10.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS3, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2, LS3, LS8**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.10.7.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, LS8, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS8)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key

target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS3, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the

English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, LS8, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence

that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.7.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.10.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" (**D3.6, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS2, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different

versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG.10.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.4, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, V14.3, LS1, LS3, LS5, LS6, LS8, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG.10.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG.10.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG.10.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained

throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG.10.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own **(V16.1)**. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG.10.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS5, LS8, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG.10.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG.10.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources” through their writing tasks **(V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS3, LS4, LS5, LS8, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.10.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.10.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.2, V5.3, V16.3, V17.3, V18.2, V18.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.10.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.10.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.10.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS8, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about global problems related to natural resources and solutions by using the target vocabulary.

Activity 1: Solutions for Global Problems

The teacher divides students into small groups and assigns each group a global problem, such as climate change or water shortage. Students discuss the problem using the target vocabulary, including terms such as "renewable resources", "efficient energy use", "to recycle", and "to raise awareness", as well as structures such as "which, that, and so". Each group creates a plan that explains the problem, its causes, and solutions with reasons. For example, for climate change, a group might state: "Climate change, which is caused by greenhouse gases and overuse of fossil fuels, requires immediate action. We suggest using renewable resources, such as solar and wind energy, that are sustainable and reduce carbon emissions. To solve this, it is important to raise awareness, so people learn to save energy and recycle". After each group presentation, the teacher provides feedback on correct use of target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify and categorise natural resources, global problems, and actions to protect the environment in English by using the target vocabulary.

Activity 1: Save the Planet: Match and Share

The teacher shows flashcards of natural resources such as water, forests, and animals, asks students to name them, and repeats the words. Next, s/he provides a worksheet with vocabulary words like "solar energy", "pollution", and "to recycle" and asks students to match them to the categories "Natural Resources", "Global Problems", and "Protecting Natural Resources" by drawing lines. For example, students will match "solar energy" to "Natural Resources", "Pollution" to "Global Problems", and "To recycle" to "Protecting Natural Resources". After completing the worksheet, students take turns reading aloud the words they matched in each category. The teacher listens, provides feedback, and corrects any misplacements. Students reflect

on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 10-LEVEL: B1.2**THEME 8: LIFE IN THE UNIVERSE & THE FUTURE****Sub-themes: Planets and space; life in the universe; space explorations**

This theme is centred on the concept of "life in the universe and the future", and covers the sub-themes of "planets and space; life in the universe; space explorations". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening-Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling, Religious Culture and Moral Knowledge

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.10.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.10.8.L2. Students can bring together the information in the current content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.10.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.10.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.10.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and the future with planets and space; life in the universe; space explorations" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.10.8.R1. Students can prepare for reading the content on "life in the universe and the future with planets and space; life in the universe; space explorations" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.10.8.R2. Students can bring information together about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.10.8.R3. Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.10.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.10.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.10.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.10.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.10.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.10.8.W3. Students can construct new written content on "life in the universe and the future with planets and space; life in the universe; space explorations" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.10.8.W4. Students can practise producing written content based on the current theme "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.10.8.W5. Students can engage in the process of writing related to the content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.10.8.W6. Students can reconstruct their writing about the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.10.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.10.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.10.8.S2. Students can analyse and understand the model content related to "life in the universe and the future with planets and space; life in the universe; space explorations" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.10.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.10.8.S4. Students can construct meaningful spoken content about "life in the universe and the future with planets and space; life in the universe; space explorations" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.10.8.S5. Students can reconstruct the information about "life in the universe and the future with planets and space; life in the universe; space explorations" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.10.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: "Planets and space; life in the universe; space explorations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for planets and space:

Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Nouns: Universe, galaxy, Milky Way, solar system, satellite, a meteor, an asteroid, a comet, an orbit, to revolve, Adjective: Celestial.

Vocabulary for life in the universe:

Nouns: Atmosphere, a robot, a creature, a space colony, Adjectives: tiny, unknown, weird, mysterious, rare.

Vocabulary for space explorations:

Nouns: Space travel, space mission, telescope, an astronaut, a spacecraft, a rocket, a space shuttle, a space capsule Verbs: to launch, to take off, to land, to collect data, to conduct experiments, to go on a spacewalk

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

- Zero Conditional: (If you go to the Moon, everything floats in space. If a planet is in orbit, it travels around a star.)
- Conditional 1: (If you want to explore space, you can become an astronaut.)

Functions of the Target Grammatical Structures in Use:

Use of the Zero Conditional: Describing general and/or scientific facts which are generally true.

Use of the Conditional 1: Describing a possible future situation.

Target Social Language Expressions in Use:

It's a small world!

She's so strange, she is definitely not from this planet!

A star is born!

This is a whole new world!

It felt like being a man on the moon!

Target Phonological Sounds in Use:

Consonants: x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /waɪ/, /j/, /ɪ/, /i:/); z: /zed/ (Br), /zi:/ (AmE), /z/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "life in the universe & the future with its components such as planets and space; life in the universe; space explorations" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. Most example, a student in an upper secondary school may know what "life in the universe & the future with its components such as planets and space; life in the universe; space explorations" means but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Life in the universe, life in the future, planets, space, space explorations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students create a poster which is about life in 2100. They brainstorm about the possibilities in the future such as robots, aliens, space colonies, space travel etc. Based on these ideas, students produce sentences about their future using the target grammar structures. Also, they add some visuals on their posters. The project could also be designed with the help of web 2.0 tools if students prefer. As a final stage, they present their posters in the classroom and find the common possibilities about the future. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the universe & the future with its components such as planets and space; life in the universe; space explorations" and it is assumed that it could be present in almost all

languages, with some exceptions. It is assumed that a student in year 10 of an upper secondary school may know what life in the universe & the future, planets and space; life in the universe; space explorations mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 10 of an upper secondary school, they are expected to know some basic vocabulary about "life in the universe & the future" in English from previous themes and/or years such as "time travel, space explorations, alien invasion, and so on" and also some structures such as "What (do you think) will happen in the future? (I think) robots will help people in the future?" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "life in the universe & the future with its components such as planets and space; life in the universe; space explorations" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.)

Establishing Links

Students are asked "life in the universe and the future with planets and space; life in the universe; space explorations", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.10.8.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the universe and the future”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the universe and the future” to prepare themselves to work on guessing the topic of the current theme, “life in the universe and the future with planets and space; life in the universe; space explorations” **(V5.2, V11.1, V11.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.10.8.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the universe and the future with planets and space; life in the universe; space explorations” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V5.2, V11.1, V11.2, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.10.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening(to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the universe and the future with planets and space; life in the universe; space explorations” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V5.2, V11.1, V11.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “life in the universe and the future with planets and space; life in the universe; space explorations” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V5.2, V11.1, V11.2, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.10.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.10.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the universe and the future with planets and space; life in the universe; space explorations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3**).

SELS2.2, V4.1, V12.1, V14.1, LS1, LS5). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.10.8.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "life in the universe and the future with planets and space; life in the universe; space explorations" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in the universe and the future with planets and space; life in the universe; space explorations" the teacher asks them to say

the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the

universe and the future with planets and space; life in the universe; space explorations" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "life in the universe and the future with planets and space; life in the universe; space explorations" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.10.8.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students

look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.8.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG.10.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in the universe and the future with planets and space; life in the universe; space explorations" (**D3.6, V5.2, V11.1, V11.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.10.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "life in the universe and the future with planets and space; life in the universe; space explorations" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in the universe and the future with planets and space; life in the universe; space explorations" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V5.2, V11.1, V11.2, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.10.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.10.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "life in the universe and the future with planets and space; life in the universe; space explorations" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.10.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “life in the universe and the future with planets and space; life in the universe; space explorations” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.10.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.10.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in the universe and the future with planets and space; life in the universe; space explorations” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.2, V11.1, V11.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.10.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.10.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “life in the universe and the future with planets and space; life in the universe; space explorations” through their writing tasks (**V5.2, V11.1, V11.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials

and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.10.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.10.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.10.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in the universe and the future with planets and space; life in the universe; space explorations” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.2, V11.1, V11.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.10.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.10.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full

sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.10.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in the universe and the future with planets and space; life in the universe; space explorations" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.10.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To create a futuristic story about planets and space by using target vocabulary and target grammar.

Activity 1: Creative Writing: Life in 2124

The teacher explains the task clearly. Students imagine life in the future, such as living on another planet. The teacher gives examples of sentences with target grammar and target vocabulary (e.g., "If we find new planets, we will need better rockets"). Next, students write their stories using target grammar and target vocabulary. Then, they read their stories aloud. The teacher listens and gives feedback on pronunciation and sentence correctness. Students reflect on the activity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about possible future scenarios in space explorations by using target vocabulary and target grammar.

Activity 1: Future Space Possibilities

The teacher begins the activity by showing flashcards with key words from the word bank (e.g., robots, explore, live, discover, build) and explaining their meanings with visuals or simple definitions. Students then pair up and receive a worksheet with the target grammar such as "If humans colonise Mars, _____", and "If we build better rockets, _____". They use the word bank to fill in the blanks (e.g., "If we build better rockets, we will explore new planets"). In the end, the teacher provides feedback on pronunciation and accuracy. Students reflect on the activity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 11

REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Comparing different types of schools; comparing different education systems; national days and celebrations

This theme is centred on the concept of "school life and education", and covers the sub-themes of "comparing different types of schools; comparing different education systems; national days and celebrations". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.1.L2. Students can bring together the information in the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.1.L3. Students can make sense of and derive meaning from the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.1.R1. Students can prepare for reading the content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.1.R2. Students can bring information together about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.1.R3. Students can make sense of and derive meaning from the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.11.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.11.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.11.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.11.1.W1. Students can prepare for writing efficiently and accurately based on the current content about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.1.W3. Students can construct new written content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.1.W4. Students can practise producing written content based on the current theme "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.1.W5. Students can engage in the process of writing related to the content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.1.W6. Students can reconstruct their writing about the current theme on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.1.S2. Students can analyse and understand the model content related to "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.11.1.S4. Students can construct meaningful spoken content about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.11.1.S5. Students can reconstruct the information about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.11.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-themes: "Comparing different types of schools; comparing different education systems; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for comparing different types of schools and different education systems:

Nouns: A resource, a fee, a policy, a candidate, an outcome, a curriculum, a loan, achievement, performance, facilities, participation, content.

Verbs: To differ, to contrast, to examine, to highlight, to evaluate, to investigate, to assess, to revise, to submit, to determine, to investigate.

Adjectives: Challenging, flexible, competitive, student-centred, well-equipped, high-tech, multicultural, specific, demanding, strict, compulsory, vocational, academic, balanced, well-balanced.

Adverbs: Incredibly, properly, equally, specifically

National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-Mixed Present Tenses (The Simple Present Tense, The Present Progressive Tense): (The teacher explains the lesson every morning. The students are discussing a project in the seminar room right now.)

***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:

-Adverbial phrases for time, place, and frequency (and word order): (Students have an achievement test once a year.)

-Passive Voice of Present Tenses: (The optional school subjects are chosen by students.)

Functions of the Target Grammatical Structures in Use:

-Use of mixed present tenses (The Simple Present Tense, The Present Progressive Tense): Describing a general state or habit, or an action happening now or temporarily in different types of school and education systems.

-Use of adverbial phrases for time, place, and frequency (and word order): Providing additional information about when, where, or how often an action occurs in different types of school and education systems.

-Use of Passive Voice of Present Tenses: Describing general truths, habitual actions, or facts and actions happening right now or temporary ongoing activities where the focus is on the action or its outcome.

Target Social Language Expressions in Use:

Keep me in the loop about the assignment, please!

The teacher hit the nail on the head for the activity!

We're in the same boat for this exam!

Target Phonological Sounds in Use:

Intonation for positive statements, negative statements, questions and question tags.

Generalisations/Key Concepts

Generalisations

The target concept of this theme "school life and education with its components such as comparing different types of schools; comparing different education systems; national days and celebrations" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "school life and education with its components such as comparing different types of schools; comparing different education systems; national days and celebrations" means, but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

School life, education, comparing different types of schools, comparing different education systems, national days, celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will create a project titled "School Life and Education Around the World, focusing on the sub-themes of comparing different types of schools, education systems, and national days or celebrations related to education. Students will begin by researching and comparing different types of schools, such as public, private, and vocational institutions, highlighting their unique features and approaches to education. They will explore and compare education systems in various countries, discussing similarities and differences in teaching methods, curriculum structures, and student outcomes. Additionally, students will examine how national days and celebrations, such as Republic Day, Teacher's Day or Education Week, are observed in different cultures, reflecting on their importance in promoting education and school pride. The project will include written content, visuals, and personal reflections, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "school life and education with its components such as comparing different types of schools; comparing different education systems; national days and celebrations" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 11 may know what school life and education, different types of schools; comparing different education systems; national days and celebrations mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "school life and education" in English from previous themes and/or years such as "a teacher, a student, a headmaster, a class, a classroom, a state school, to study, to go to school and so on" and also some structures such as "What's/is it/this? It's/is a classroom. What do students do at school? They study and they learn. What are they learning now?" in English from the previous themes and/or years. These grammar

items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "school life and education with its components such as comparing different types of schools; comparing different education systems; national days and celebrations" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (At the beginning of the academic term, there is a month-long programme revision programme of intensive revision of the themes, vocabulary, and language chunks from previous years but, before starting each new theme, such as a short revision is also carried out to support their learning process)(Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “school life and education”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “school life and education” to prepare themselves to work on guessing the topic of the current theme, “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” **(V1.4, V4.5, V19.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.11.1.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V1.4, V4.5, V19.1, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.11.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate

the identification of the target theme “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V1.4, V4.5, V19.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V1.4, V4.5, V19.1, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.11.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current

theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.11.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language

Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.11.1.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in

the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the

pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.1.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the

teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" (**D3.6, V1.4, V4.5, V19.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V1.4, V4.5, V19.1, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "school life and education with comparing different types of schools; comparing different education systems; national days and celebrations" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after

hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V1.4, V4.5, V19.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” through their writing tasks (**V1.4, V4.5, V19.1, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described

in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V1.4, V4.5, V19.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language

for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “school life and education with comparing different types of schools; comparing different education systems; national days and celebrations” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about different types of schools and different education systems in English through a discussion activity by using target vocabulary and target grammar.

Activity 1: Exploring School Systems through Group Discussions

The teacher informs students that they work in small groups to discuss different types of schools and different education systems topics. The teacher prepares discussion topics, such as “What makes a school modern and well-equipped?” and “How can schools provide equal opportunities for all students?” writes them on small cards, and places them in a box. Each group sends one student to draw a card from the box. The group discusses the chosen question, making sure that each member contributes by using target vocabulary (e.g., diverse, challenging, collaborative) and target grammar structures such as modal verbs of deduction (e.g., The library must be an important facility for modern schools) and passive voice (e.g., Opportunities are provided to students in student-centred schools). After the discussion, the group writes their key points and conclusions, then reads them aloud to the class. The teacher listens carefully and provides constructive feedback on target vocabulary usage, grammar accuracy, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To learn about different types of schools and education systems in English through matching words with visuals by using target vocabulary.

Activity 1: Explore School Vocabulary

The teacher prepares a worksheet or uses a digital platform featuring pictures of different types of schools (e.g., a traditional school, a modern school, an interactive classroom, a student-centred school). Each

picture represents a specific school type or education system, with blank spaces below the pictures where students write suitable words from a provided word bank. The word bank includes target vocabulary such as diverse, traditional, challenging, flexible, collaborative, interactive, modern, student-centred, etc. with small clues next to each word to help understanding (e.g., "Traditional" – formal uniforms, orderly rows). For instance, a picture showing students in uniforms sitting in rows with a teacher at the blackboard matches the word "Traditional". After completing the activity, students take turns reading the words they wrote aloud to practice pronunciation. The teacher provides constructive and supportive feedback on pronunciation and accuracy. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 2: CLASSROOM LIFE & LEARNING**

Sub-themes: Comparing different learning activities and styles; comparing traditional education and modern education with technology

This theme is centred on the concept of "classroom life and learning", and covers the sub-themes of "comparing different learning activities and styles; comparing traditional education and modern education with technology". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.2.L1. Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.2.L2. Students can bring together the information in the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.2.L3. Students can make sense of and derive meaning from the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.2.R1. Students can prepare for reading the content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.2.R2. Students can bring information together about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.2.R3. Students can make sense of and derive meaning from the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.11.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.11.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.11.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.11.2.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- c) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.2.W3. Students can construct new written content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.2.W4. Students can practise producing written content based on the current theme "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.2.W5. Students can engage in the process of writing related to the content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.2.W6. Students can reconstruct their writing about the current theme on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.2.S2. Students can analyse and understand the model content related to "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.11.2.S4. Students can construct meaningful spoken content about "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.11.2.S5. Students can reconstruct the information about "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.11.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: "Comparing different learning activities and styles; comparing traditional education and modern education with technology"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for comparing different learning activities and styles:

Nouns: A drill, a workshop, a session, preference, tendency.

Verbs: To promote, to encourage, to impact, to interact, to assure, to enable, to restrict.

Adjectives: Practical, collaborative, monotonous, gradual, impactful, informative, educative, self-confident, flexible.

Vocabulary for comparing traditional education and modern education with technology:

Nouns: Digital resources, antivirus software, handouts, textbooks, notebooks, distance learning.

Verbs: To Access, to update, to distract, to install, to subscribe.

Adjectives: Face-to-face, tech-driven, low-tech, outdated, teacher-centred, student-centred.

Phrasal Verbs: To go over, to look into, to fill out, to hand in, to keep up with, to fall behind.

***National and religious days, festivals and celebrations:**

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-Will for sudden and spontaneous decisions: (Do you want to drink something? I will drink tea.)

-Future Simple vs. Be going to Future: (I am going to use digital resources for my project. I will update my tablet.)

***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:

-Simple Present Tense for Future: (The interactive competition starts at 9 tomorrow morning.)

-Present Progressive for Future: (I am installing antivirus software tomorrow.)

-Passive Voice of Future Tenses: (The smart board will be updated next week.)

-Will for asking for help: (Will you do this task for me?)

-Could for polite requests: (Could you fill out this form, please?)

Functions of the Target Grammatical Structures in Use:

-Use of "will" for sudden and spontaneous decisions: Describing sudden and spontaneous decisions.

-Use of the Future Simple vs. Be going to Future: Describing spontaneous decisions, promises, or predictions based on opinions, and planned actions or predictions based on evidence.

-Use of the Simple Present Tense for Future: Describing future events that are part of a fixed schedule or timetable.

-Use of the Present Progressive for Future: Describing actions that are already planned or decided to take place at a future time.

- Use of Passive Voice of Future Tenses: Describing the action that focuses on the action or the receiver of the action in the future.
- Use of "will" for asking help: Asking for help.
- Use of "could" for polite requests: Asking for polite requests.

Target Social Language Expressions in Use:

I'm up for the new English project!

Don't make a mountain out of a molehill! Don't bite off more than you can chew!

Target Phonological Sounds in Use

Long and short vowels:

a: (/ae/, /aɛ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/)

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.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "classroom life and learning with its components such as comparing different learning activities and styles; comparing traditional education and modern education with technology" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "classroom life and learning with its components such as comparing different learning activities and styles; comparing traditional education and modern education with technology" means but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Classroom life, learning, comparing different learning activities and styles, traditional education, modern education, comparing traditional education and modern education with technology, technology.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will create a project titled "Classroom Life and Learning: Tradition Meets Innovation" exploring different aspects of learning activities, styles, and educational approaches. First, students will compare various learning activities and personal learning styles, such as auditory, visual, and kinesthetic learning, reflecting on how these styles affect individual and group learning experiences. They will then examine the differences between traditional education methods and modern education enhanced by technology, analysing the benefits and challenges of each approach. Students should include real-life examples, such as traditional lectures versus interactive smart board lessons, or handwritten notes versus digital tools like tablets and apps. The project will consist of a written report and a creative presentation (e.g., a slideshow, video, or poster) that includes comparisons, personal reflections, and visual aids. Students will present their findings in class, showcasing how learning has evolved and how technology can enhance or complement traditional education. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "classroom life and learning with its components such as comparing different learning activities and styles; comparing traditional education and modern education with technology" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in an upper secondary school may know what classroom life and learning, different learning activities and styles; comparing traditional education and modern education with technology mean in their own language as it is known that almost all people who start to learn a new language bring their pre-

existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "classroom life and learning" in English from previous themes and/or years such as "assignment, debate, a curriculum, to participate, to register and so on" and also some structures such as "What kind of schools are there? What do students regularly do at schools? How will they learn in the future? How do they feel in their schools?" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "classroom life and learning with its components such as comparing different learning activities and styles; comparing traditional education and modern education with technology" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "classroom life and learning by comparing different learning activities and styles; comparing traditional education and modern education with technology" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (D1.5, V12.1, V13.4).

This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “classroom life and learning”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “classroom life and learning” to prepare themselves to work on guessing the topic of the current theme, “comparing different learning activities and styles; comparing traditional education and modern education with technology” (**V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.11.2.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “comparing different learning activities and styles; comparing traditional education and modern education with technology” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.11.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole

theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “comparing different learning activities and styles; comparing traditional education and modern education with technology” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “comparing different learning activities and styles; comparing traditional education and modern education with technology” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.11.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each

other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.11.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “comparing different learning activities and styles; comparing traditional education and modern education with technology”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens

to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.11.2.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "comparing different learning activities and styles; comparing traditional education and modern education with technology" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "comparing different learning activities and styles; comparing traditional education and modern education with technology" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key

(passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “comparing different learning activities and styles; comparing traditional education and modern education with technology” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation

of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “comparing different learning activities and styles; comparing traditional education and modern education with technology” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher’s example sentences,

find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.2.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4,**

LS1, CS2.8). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “comparing different learning activities and styles; comparing traditional education and modern education with technology” (**D3.6, V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what “comparing different learning activities and styles; comparing traditional education and modern education with technology” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “comparing different learning activities and styles; comparing traditional education and modern education with technology” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V1.2, V3.2, V3.3, V3.4, V11.1, V11.3, V14.2, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “comparing different learning activities and styles; comparing traditional education and modern education with technology” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of

the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “comparing different learning activities and styles; comparing traditional education and modern education with technology” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “comparing different learning activities and styles; comparing traditional education and modern education with technology” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS5, CS2.14, CS3.3**). Storytelling and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “comparing different learning activities and styles; comparing traditional education and modern education with technology” through their writing tasks (**V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including

target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "comparing different learning activities and styles; comparing traditional education and modern education with technology" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V1.2, V3.2, V3.3, V11.1, V11.3, V14.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4,**

CS2.20). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "comparing different learning activities and styles; comparing traditional education and modern education with technology" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To write about designing a school program in English by using target vocabulary.

Activity 1: Design Your Dream School Programme

The teacher provides a worksheet with two tasks. In the first task, students match vocabulary with their definitions. For example, Students match "collaborative" with "involving teamwork and cooperation". In the second task, the teacher asks students to write a paragraph about a programme for a school of their choice, such as a "Tech-Driven School", "Creative Arts School", or "Sports Academy". Students describe the activities, tools, and learning styles used in the school. After they finish, the teacher collects the papers, checks them, and gives written feedback on each, helping students improve their vocabulary and writing. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To recognise and understand different learning activities and styles in English through a matching and fill-in-the-blanks activity by using target vocabulary.

Activity 1: Match & Complete

The teacher provides a worksheet to the students. In the first section, students match pictures with the corresponding vocabulary words from a given box (e.g., textbooks, smart boards, handouts, distance learning, face-to-face learning). For example, a picture of a smart board is matched with the word "smart board". In the second section, students complete a fill-in-the-blanks activity using a word bank (collaborative, self-confident, workshop). Example sentences include: "The teacher will organise a _____ project to improve teamwork skills", or "We will attend a _____ on digital learning tools tomorrow morning". At the end of the activity, the teacher checks the answers with the class, explains the correct options, and provides constructive feedback. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 3: PERSONAL LIFE & WELL-BEING**

Sub-themes: Providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health

This theme is centred on the concept of "personal life and well-being", and covers the sub-themes of "providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.3.L1. Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.3.L2. Students can bring together the information in the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.3.L3. Students can make sense of and derive meaning from the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.3.R1. Students can prepare for reading the content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.3.R2. Students can bring information together about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.3.R3. Students can make sense of and derive meaning from the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.11.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.11.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.11.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.11.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- c) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.3.W3. Students can construct new written content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.3.W4. Students can practise producing written content based on the current theme "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.3.W5. Students can engage in the process of writing related to the content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.3.W6. Students can reconstruct their writing about the current theme on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.3.S2. Students can analyse and understand the model content related to "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.11.3.S4. Students can construct meaningful spoken content about "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.11.3.S5. Students can reconstruct the information about "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.11.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

PERSONAL LIFE & WELL-BEING

Sub-themes: "Providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for providing well-being with physical health (body and illnesses):

Nouns: Well-being, a balanced diet, posture, mindfulness, rehabilitation, jogging, massage, calories, vitamins, minerals, protein, therapy.

Verbs: To treat, to stretch, to take care of

Adjectives: Strong, adequate.

Vocabulary for providing well-being with mental and emotional health:

Nouns: Balance, self-awareness, self-esteem, burnout, loneliness, joy, patience.

Verbs: To grow mindset, to fulfil, to overcome, to struggle.

Phrasal Verbs: To cheer up, to back up, to build up, to give up, to carry on, to cope with.

Adjectives: Calm, mental.

Adverbs: Positively.

***National and religious days, festivals and celebrations:**

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-Passive Voice of the Simple Past Tense and The Past Progressive Tense: (Vitamins and minerals were included in his balanced diet last month.)

-Superlative adjectives (regular, irregular): (His self-esteem was the lowest in the class.)

***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:

-Use of The Simple Past vs The Past Progressive Tense: (She did regular exercises every morning. She was cycling to stay fit.)

-Use of basic component sentences (...when...)(...while...): (While he was jogging, I was stretching yesterday evening.)

Functions of the Target Grammatical Structures in Use:

-Use of The Simple Past vs The Past Progressive Tense: Describing an action that was completed or an action that was happening at a specific moment in the past.

-Use of Basic component sentences (...when...), (...while...): Describing the relationship between two actions that occurred in the past.

-Use of Passive Voice of the Simple Past Tense and The Past Progressive Tense: Describing the finished or ongoing action in the past, focusing on the receiver of the action rather than the doer.

-Use of Superlative adjectives (regular, irregular): Describing an object which is at the upper or lower limit of a quality of well-being.

Target Social Language Expressions in Use:

It's important to be in a good frame of mind!

I feel completely burnout because of my heavy workload!

Don't worry, things will get better.

Always keep your chin up!

Target Phonological Sounds in Use:

Vowels: e: (/e:/, /i:/, /ə/)

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.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "personal life and well-being with its components such as providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "personal life and well-being with its components such as providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" mean, but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Personal life, well-being, well-being with physical health, body and illnesses, providing well-being with mental and emotional health.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme of "Personal Life and Well-Being" by focusing on how both physical and mental/emotional health contribute to overall well-being. Students are asked to research and present a comprehensive project that addresses two key aspects: maintaining physical health and nurturing mental and emotional health. They will analyse the importance of balancing both aspects to ensure a healthy lifestyle and discuss the ways in which physical and mental health are interconnected. Students will create a multimedia presentation (such as a video, slideshow) that highlights personal strategies for improving well-being, reflects on how their own habits affect their health, and includes advice or tips on maintaining physical and emotional balance. The final presentation should also include a reflection on how social pressures, technology, and modern life impact well-being, offering a critical look at how to navigate these challenges for better health. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "personal life and well-being with its components such as providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 11 may know what personal life and well-being, providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health mean in their own language as it is known that almost all people who start to learn a new language bring their pre-

existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "personal life and well-being" in English from previous themes and/or years such as "a hand, cold, flu, headache, to wear" and also some structures such as "What's the matter with you? Do you have the flu? How does she feel? Is it boring to live without a smartphone?" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "personal life and well-being with its components such as providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "personal life and well-being with providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/

rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “personal life and well-being”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “personal life and well-being” to prepare themselves to work on guessing the topic of the current theme, “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” (**V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.11.3.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V9.1, V12.1, V13.1, V13.2, V13.3, V13.4, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.11.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the

topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening(to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening(to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D1.6 D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.11.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each

other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.11.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens

to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.11.3.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive)

target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences,

find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.3.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4,**

LS1, CS2.8). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” (**D3.6, V1.4, V4.5, V19.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of

the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health” through their writing tasks (**V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including

target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full

sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "providing well-being with physical health (body and illnesses); providing well-being with mental and emotional health" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To create and share future plans for physical and mental well-being in English, through their speaking and writing skills by using target vocabulary.

Activity 1: Future Well-being Plan

Students create a future plan for their well-being, focusing on physical and mental health and sustainability. They use target vocabulary such as "balanced diet", "adequate sleep", "to manage", "to exercise", and "to set goals". For example, a student might write, "In the future, I will eat a balanced diet and do yoga to stay strong, and I will practice mindfulness to feel calm". After writing their plans, students share them in small groups and compare their ideas using sentences like, "My plan is more relaxing than my current habits", or "It will be as healthy as my diet now but more fun". The teacher gives feedback on vocabulary use, grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To discuss problems and provide supportive advice in a context in English through a role play activity by using the target vocabulary.

Activity 1: Friendly Advice Chat

Students work in pairs as two friends having a conversation about their problems. The teacher prepares papers with symptoms and related advice (e.g., "low energy—get adequate sleep") and places them in a box. Each pair selects a paper, and Friend A shares their problem using target vocabulary (e.g., "I feel frustrated because I have low energy".), while Friend B listens and offers supportive advice based on the paper (e.g., "You should get adequate sleep and try mindfulness exercises"). After each pair performs, the teacher provides

constructive feedback focusing on pronunciation, sentence accuracy. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 4: FAMILY LIFE & HOME****Sub-themes: Family traditions, values, and customs, family problems related to sharing a house and solutions**

This theme is centred on the concept of "family life and home", and covers the sub-themes of "family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.4.L1. Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.4.L2. Students can bring together the information in the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.4.L3. Students can make sense of and derive meaning from the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.4.R1. Students can prepare for reading the content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.4.R2. Students can bring information together about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.4.R3. Students can make sense of and derive meaning from the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.11.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.11.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.11.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.11.4.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.4.W3. Students can construct new written content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.4.W4. Students can practise producing written content based on the current theme "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.4.W5. Students can engage in the process of writing related to the content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.4.W6. Students can reconstruct their writing about the current theme on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" to communicate effectively about it.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.4.S2. Students can analyse and understand the model content related to "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" to support the production of spoken language.

- a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions".

- a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.11.4.S4. Students can construct meaningful spoken content about "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.11.4.S5. Students can reconstruct the information about "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.11.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: "Family traditions, values, and customs, family problems related to sharing a house and solutions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family traditions, values, and customs (watching films together, preferences for films, music, and sports):

Nouns: An occasion, a talent show, a reality show, an episode, indoor sports, outdoor sports, a contestant, streaming services, a spoiler, a soap opera.

Verbs: To entertain, to reunite.

Phrasal verbs: To sing along, to come together, to set up.

Adjectives: Annoying, violent, keen, valuable, dull, amusing, fond, willing.

Vocabulary for family problems related to sharing a house and solutions:

Nouns: Responsibility, complaint, a mess, a misunderstanding, a disagreement, tension, privacy, budget, expectation, a conflict.

Verbs: To set rules, to take responsibility, to obey, to forgive.

Phrasal verbs: To sort out, to figure out, to calm down, to look after, to put up with.

Adjectives: Messy, impatient.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-Passive Voice of the Past Perfect Tense: (The rules had been set by the parents before the children arrived.)

*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 Past Perfect Tense: (The family had celebrated their anniversary before they moved to a new city. He hadn't cleaned up the mess before the guests arrived for the family meal.)

-Question tags: (She had sung along with her favourite cartoon theme song, hadn't she?)

Functions of the Target Grammatical Structures in Use:

-Use of The Past Perfect Tense: Describing an action that was completed before another action or time in the past.

-Use of Question Tags: Confirming or clarifying information

-Use of Passive Voice of the Past Perfect Tense: Focusing on the action itself rather than the doer of the action.

Target Social Language Expressions in Use:

This picnic is a wonderful family affair!

I felt like a fish out of water with her family!

Her father always calls the shots for all decisions in their family!

Target Phonological Sounds in Use:

Vowel: i (/aɪ/, /ɪ/, /i:/)

Consonants: j (/dʒeɪ/, /dʒ/) k: (/k/); l: (/ɛl/ /l/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" means but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Family traditions, values, customs, habits (watching films together, preferences for films, music, and sports); family problems, family problems related to sharing a house, solutions to family problems.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will create a project titled "Family Dynamics and Shared Living Spaces" exploring the progress of family life and its challenges across time and cultures. They will begin by describing the daily routines of their family members, comparing these to those of previous generations to show how roles and responsibilities have changed, using sentences like: "Parents had taken full responsibility for chores before children started helping". Next, they will focus on family traditions, hobbies, and interests, such as favourite sports or films, explaining how these activities strengthen relationships and allow for personal expression. Finally, students will research different types of families around the world, comparing them to their own experiences and reflecting on how cultural differences shape family life and shared living spaces. The project should include creative elements, such as interviews, photos, drawings, or videos, and will be presented in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "family life and home with its components such as family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 11 may know what family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions mean in their own language as it is known that

almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "family life and home" in English from previous themes and/or years such as "sibling, great-grandmother/father, mother/father/brother/sister/daughter /son-in-law, spouse, half-sister/brother, distant relatives" and also some structures such as "My sisters were very hardworking; they prepared meals, tidied up, and set the table every day. Did your sibling like watching science fiction films as a teenager? My sister could ride a horse exceptionally well when she was younger. When I was a child, we used to live in a small cottage in the mountains." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "family life and home with family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions", by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/ He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “family life and home”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “family life and home” to prepare themselves to work on guessing the topic of the current theme, “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” (**V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.11.4.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess

the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.11.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3),

(6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.11.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.11.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences,

clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.11.4.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this

way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and

shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical

structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.4.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various

reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” (**D3.6, V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V2.1, V2.2, V2.3, V2.4, V3.4, V4.3, V8.3, V8.4, V14.3, V15.1, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in

fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” through their writing tasks (**V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V2.1, V2.2, V2.3, V2.4, V4.3, V8.3, V8.4, V15.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "family traditions, values, and customs (watching films together, preferences for films, music, and sports); family problems related to sharing a house and solutions" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To analyse family traditions, explore cultural variations, and debate the impact of modern technology on family practices in English through speaking and critical thinking skills by using the target vocabulary.

Activity 1: Exploring Family Traditions and Modern Influences

The teacher divides the class into groups of 4-5 students and assigns each group a specific family tradition or custom (e.g., celebrating birthdays, watching movies together, or having family meals) to research and present. Each group prepares a brief presentation that discusses the significance of the tradition in fostering

family connections, provides examples of how different cultures celebrate similar traditions, and highlights potential challenges or conflicts associated with maintaining these practices. Then, groups debate whether modern technology (e.g., streaming services, online gaming) strengthens or weakens family traditions, using target vocabulary such as "streaming service", "spoiler", "reunite", "to celebrate", "entertaining", and "to prepare". In the end, the teacher provides constructive feedback on the presentations and debates, focusing on content and use of vocabulary. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To recognise family traditions, values, and customs in English by using target vocabulary.

Activity: Match the Moments

The teacher creates a matching activity where students match pictures with family-related vocabulary and concepts. For example, one column shows pictures such as a family celebrating a birthday, a messy room, a family watching TV, or someone setting a table, while the other column includes words or phrases like "celebrating birthdays", "mess", "family meals", and "streaming service". Students match the pictures with the correct word by drawing lines. After completing the activity, the teacher checks the answers as a class, discusses the significance of each image, and provides feedback on students' understanding, pronunciation, and participation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE****Sub-themes: Types of cities, social life in the rural areas and cities**

This theme is centred on the concept of "life in the neighbourhood, city, and social life", and covers the sub-themes of "types of cities (slow cities, sustainable cities, etc.); social life in the rural areas and cities". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammaring: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -**DISPOSITIONS**

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.5.L1. Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

ENG.11.5.L2. Students can bring together the information in the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

ENG.11.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

ENG.11.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" in relation to themselves or others, both individually and/or with others.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.5.R1. Students can prepare for reading the content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.5.R2. Students can bring information together about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.5.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.11.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.11.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.11.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.11.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.5.W3. Students can construct new written content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.11.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.11.5.S5. Students can reconstruct the information about "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.11.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: "Types of cities, social life in the rural areas and cities"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for types of cities:

Nouns: A neighbourhood, an eco-friendly city, a metropolis, a mega city, a municipality, a sustainable city, an industrial city, a suburb, a slow city.

Adjectives: Historic, cultural, liveable, walkable, like-minded, well-planned, urban.

Vocabulary for social life in the rural areas and cities:

Nouns: Exhibitions, concerts, recreational activities, residents, bonds.

Verbs: To socialise.

Phrasal verbs: To come across, to meet up.

Adjectives: Peaceful, limited, long-lasting, overpopulated, cosy, sincere.

Adverbs: Close.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-The Present Perfect Progressive Tense: (I have been living in this neighbourhood for a long time.)

*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 Present Perfect Tense vs The Present Perfect Progressive Tense: (This city has been a green city since 2009).
- Question tags: (This city has been a slow city since 2020, hasn't it?)
- Quantifiers (all, both, a lot): (The people in this neighbourhood have attended all recreational activities).
- Prepositional phrases (catch up, with...): (We have come across him three times at the concerts).
- Passive voice of the Present Perfect Tense and the Present Perfect Progressive Tense: (A lot of exhibitions have been planned by the municipality for this year).

Functions of the Target Grammatical Structures in Use:

- Use of Present Perfect Progressive Tense: Describing actions that started in the past and are still continuing or have just finished, with an emphasis on the duration of the action.
- Use of Present Perfect Tense vs The Present Perfect Progressive Tense: Emphasizing the results of completed actions or the duration of ongoing actions.
- Use of question tags for Present Perfect Tense and The Present Perfect Progressive Tense: Confirming or checking ongoing actions that started in the past and are still happening or have recently stopped.
- Use of quantifiers (all, both, a lot): Indicating the quantity or amount of something.
- Use of prepositional phrases (catch up, with...): Providing additional information about time, place, direction, manner, reason, or condition in a sentence.
- Use of passive voice of the Present Perfect Tense and the Present Perfect Progressive Tense: Emphasizing the ongoing and completed actions or their results rather than the doer of the actions.

Target Social Language Expressions in Use:

The gym is just a stone's throw away from our house!
 Why is he always in the fast lane, both at work and in his social life?
 Let's plan a weekend getaway from the city!

Target Phonological Sounds in Use:

Vowel: o: (/əʊ/, /o/, /əʊ/)

Consonants: m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/, /p/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "life in the neighbourhood, city & social life with its components such as types of cities (slow cities, sustainable cities...); social life in the rural areas and cities" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "life in the neighbourhood, city & social life with its components such as types of cities (slow cities, sustainable cities...); social life in the rural areas and cities" means but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Life in the neighbourhood, city and social life with its components such as types of cities (slow cities, sustainable cities...); social life in the rural areas and cities.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "life in the neighbourhood, city and social life" with a focus on types of cities (such as slow cities and sustainable cities) and social life in rural and urban areas. Students will prepare a written and visual project comparing the lifestyles, social interactions, and environmental approaches in different city types and rural areas. They will describe the key features of slow cities and sustainable cities, highlighting their benefits and challenges. Additionally, they will examine how social life varies between rural and urban settings, considering factors like community engagement, cultural events, and daily routines. The project should include examples from real-life cities or neighbourhoods and propose ways to improve social cohesion and sustainability in their own communities. Students will present their findings through a creative format, such as a digital presentation or a poster. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the neighbourhood, city & social life with its components such as types of cities (slow cities, sustainable cities...); social life in the rural areas and cities" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 11 may know what types of cities (slow cities, sustainable cities...); social life in the rural areas and cities mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "life in the neighbourhood, city & social life" in English from previous themes and/or years such as "air pollution, traffic jam, public transport, cultural, city and so on" and also some structures such as "What have you done at home since yesterday evening? I have cleaned our house." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "life in the

neighbourhood, city & social life with its components such as types of cities (slow cities, sustainable cities...); social life in the rural areas and cities" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "life in the neighbourhood, city and social life with types of cities, social life in the rural areas and cities" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the neighbourhood, city and social life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4, LS8)**. They remember what they already know about “life in the neighbourhood, city and social life” to prepare themselves to work on guessing the topic of the current theme, “types of cities, social life in the rural areas and cities” **(V17.3, V18.2, V18.3, LS1, LS5, LS8)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.11.5.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “types of cities, social life in the rural areas and cities” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V17.3, V18.2, V18.3, LS1, LS4, LS5, LS8, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, LS8, CS2.12)**.

ENG.11.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “types of cities, social life in the rural areas and cities” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V17.3, V18.2, V18.3, LS2, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such

as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: "types of cities, social life in the rural areas and cities" are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V17.3, V18.2, V18.3, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.11.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.11.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on "types of cities,

social life in the rural areas and cities". The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section "1.2. Principles for the Implementation of the English Language Curriculum" **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.11.5.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher

has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: “types of cities, social life in the rural areas and cities” (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, LS8, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “types of cities, social life in the rural areas and cities” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS3, LS4, LS8**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers; however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8).

in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "types of cities, social life in the rural areas and cities" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS3, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "types of cities, social life in the rural areas and cities" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about

the items in the picture (**D1.5, D2.3, V3.4, LS1, LS3, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the

target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.5.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "types of cities, social life in the rural areas and cities" (**D3.6, V17.3, V18.2, V18.3, LS2, LS3, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to

the open-ended range to understand the theme in terms of what “types of cities, social life in the rural areas and cities” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “types of cities, social life in the rural areas and cities” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V17.3, V18.2, V18.3, V14.3, LS1, LS3, LS5, LS6, LS8, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “types of cities, social life in the rural areas and cities” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “types of cities, social life in the rural areas and cities” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts,

and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “types of cities, social life in the rural areas and cities” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V17.3, V18.2, V18.3, LS5, LS8, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “types of cities, social life in the rural areas and cities” through their writing tasks (**V17.3, V18.2, V18.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS3, LS4, LS5, LS8, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “types of cities, social life in the rural areas and cities” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V17.3, V18.2, V18.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “types of cities, social life in the rural areas and cities” (**V4.5, LS3, LS5, LS8, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about types of cities, social life in the rural areas and cities in English by using target vocabulary and target grammar.

Activity 1: Match, Identify, and Build up

The teacher introduces the activity. Students start by matching a picture to its descriptive sentence. For example, you might see a picture of a green park and match it with the description "a relaxing and refreshing area with trees and fresh air". Once they've made the match, identify the related word, like "green city". Then, write their own sentence using the word, such as, "This green city has many parks for people to enjoy". The teacher provides feedback on accuracy, use of target vocabulary, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe types of cities, social life in the rural areas and cities in English by using target vocabulary.

Activity 1: Picture Match and Speak

The teacher introduces the activity. S/he shows a series of pictures related to types of cities, social life in the rural areas and cities, and the vocabulary words and explains the task. "Match each vocabulary word with the correct picture and then create a sentence about the picture". For example, if you see a park with many trees, you could say, "The green city has many parks, and people can relax there". Then, the teacher gives constructive and supportive feedback on accuracy and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 6: LIFE IN THE WORLD & CULTURE****Sub-themes: Cultural (music and art) celebrations in the world; sports and sports cultures and competitions**

This theme is centred on the concept of "life in the world and culture", and covers the sub-themes of "cultural (music and art) celebrations in the world; sports and sports cultures and competitions". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.6.L1. Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.6.L2. Students can bring together the information in the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.6.L3. Students can make sense of and derive meaning from the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.6.R1. Students can prepare for reading the content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.6.R2. Students can bring information together about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.6.R3. Students can make sense of and derive meaning from the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.11.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.11.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.11.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.11.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.6.W3. Students can construct new written content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.6.W4. Students can practise producing written content based on the current theme "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.6.W5. Students can engage in the process of writing related to the content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.6.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.6.S2. Students can analyse and understand the model content related to "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.11.6.S4. Students can construct meaningful spoken content about "life in the world and culture with cultural(music and art) celebrations in the world; sports and sports cultures and competitions" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.11.6.S5. Students can reconstruct the information about "life in the world and culture with cultural(music and art) celebrations in the world; sports and sports cultures and competitions" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.11.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: "Cultural (music and art) celebrations in the world; sports and sports cultures and competitions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for cultural (music and art) celebrations in the world:

Nouns: Live performance, solo performance, folk music, art exhibitions, sculpture, a studio, chants, symphony, anthem, mural, ceramic, pottery, handmade, a masterpiece, a presenter, a performer, an orchestra, rhythm, make-up.

Verbs: To rehearse, to compose, to get inspired, to take part in.

Phrasal verbs: To carry out, to go on, to pass down, to play out.

Adjectives: Impressive, spectacular.

Vocabulary for sports and sports cultures, and competitions:

Nouns: A technique, a supporter, a stadium, a court, a net, gloves, passion, a gymnasium, a tournament, a league, a championship, discipline, a medal, a referee, a spectator, a helmet, a bat, a legend.

Verbs: To shoot, to block, to kick, to dive.

Phrasal verbs: To warm up, to call off.

Adjectives: Competitive, experienced, proud.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Defining and Non-defining Relative Clauses (when, where, whose, why, who, that, which, that, whose, of which): (The parade that took place yesterday was a spectacular event filled with colourful costumes and music).

-Connecting words (therefore, thus): (The band played energetic music; therefore, the crowd couldn't stop dancing).

Functions of the Target Grammatical Structures in Use:

-Use of the defining and non-defining relative clauses (when, where, whose, why, who, that, which, that, whose, of which): Giving essential or extra information about the noun they modify.

-Use of connecting words (therefore, thus): Indicating a conclusion or result based on the information given before.

Target Social Language Expressions in Use:

Your performance at the concert stole the show!

As a famous singer he is always in the spotlight!

The sprinter has just broken the world record!

Target Phonological Sounds in Use:

Consonants: q: /kju:/, r: /ɑ:/ (Br), /r/ (AmE); s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" means but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Culture, music, art, cultural (music and art) celebrations, celebrations in the world, sports, sports cultures, competitions.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the World and Culture" with a focus on cultural celebrations and sports cultures and competitions. Students will research and compare significant cultural celebrations from around the world, such as music festivals, art exhibitions, and traditional holidays, exploring their historical origins, meanings, and global impact. They will also examine sports cultures, highlighting the importance of various sports in different countries and regions, and analyse major sports competitions, such as the Olympics. The assignment will include a presentation that contrasts cultural celebrations and sports events, showing how they reflect the values and traditions of different societies. Students will also discuss how these celebrations and sports competitions promote cultural exchange, unity, and global understanding. Finally, they will reflect on how participating in or observing such events contributes to shaping identities and fostering a sense of community. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the world and culture with its components such as cultural (music and art) celebrations in the world; sports and sports cultures and competitions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 11 may know what life in the world and culture, cultural (music and art) celebrations in the world; sports and sports cultures and competitions mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "life in the world and culture" in English from previous themes and/or years such as "match, to win, to lose, traditional, festival" and also some structures such as "He is the footballer who won the fair play medal. This international festival which is held in the city hosts thousands of people from different countries" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "life in the world and culture with cultural (music and art) celebrations in the world; sports and sports cultures and competitions" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension

and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the world and culture”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4, LS8)**. They remember what they already know about “life in the world and culture” to prepare themselves to work on guessing the topic of the current theme, “cultural (music and art) celebrations in the world; sports and sports cultures and competitions” **(V4.5, V7.2, V7.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.11.6.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “cultural (music and art) celebrations in the world; sports and sports cultures and competitions” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V4.5, V7.2, V7.3, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.11.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “cultural (music and art) celebrations in the world; sports and sports cultures and competitions” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V4.5, V7.2, V7.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch

the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" are on the target vocabulary list of the current theme as clues to the components of the current theme (**D3.7, V4.5, V7.2, V7.3, LS5**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.11.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.11.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “cultural (music and art) celebrations in the world; sports and sports cultures and competitions”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.11.6.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they

understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with

technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3**).

LS1, CS2.15). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.6.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “cultural (music and art) celebrations in the world; sports and sports cultures and competitions” (**D3.6, V4.5, V7.2, V7.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V7.2, V7.3, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V7.2, V7.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" through their writing tasks (**V4.5, V7.2, V7.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS3, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG.11.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG.11.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V4.5, V7.2, V7.3, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.11.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG.11.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(D3.6, SELS2.1, CS2.13)**.

ENG.11.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "cultural (music and art) celebrations in the world; sports and sports cultures and competitions" **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc.

to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about cultural celebrations in the world, sports and sports cultures and competitions in English by using target vocabulary.

Activity 1: Global Music and Sports Highlights

The teacher starts by showing clips of famous music festivals (e.g., Salzburg Festival, Glastonbury) and sports competitions (e.g., FIFA World Cup, Wimbledon) and asks students to discuss where they take place and what makes them special. The teacher introduces target vocabulary such as "orchestra", "anthem", "athlete", "stadium", and "championship" with example sentences using defining and non-defining relative clauses (e.g., "Wimbledon, which takes place in England, is famous for tennis"). Students then choose one festival or competition, write sentences describing it, and explain why it is important using connecting words such as "therefore" or "thus" (e.g., "This event is popular worldwide; therefore, it attracts many visitors"). Finally, students present their work to the class. The teacher gives feedback on the accuracy of their sentences and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about cultural celebrations in the world; sports and sports cultures and competitions in English by using target vocabulary.

Activity 1: Music and Sports Around the World

The teacher starts the lesson by showing pictures of famous music festivals and sports events (e.g., FIFA World Cup, Olympics) and asks students if they know them, where they are held, or if they have seen them before. Then, the teacher introduces simple words like "orchestra", "anthem", "parade", "stadium", "athlete", and "championship" with example sentences such as "Orange Flower Carnival is held in Adana, in Türkiye, and it has colourful parades". Students pick a music festival or sports event, write one or two sentences about it, and draw a picture. Finally, they show their drawings to the class, explain where the event happens and why they chose it, while the teacher gives feedback on their sentences and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS****Sub-themes: Globalisation, problems and solutions;
environmental issues and solutions**

This theme is centred on the concept of "life in nature and global problems", and covers the sub-themes of "globalisation, problems and solutions; environmental issues and solutions". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammatical: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS****Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.7.L1. Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.7.L2. Students can bring together the information in the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.7.R1. Students can prepare for reading the content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.7.R2. Students can bring information together about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.11.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.11.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.11.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.11.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.7.W3. Students can construct new written content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.11.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.11.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.11.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.11.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.11.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.7.S2. Students can analyse and understand the model content related to "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" to support the production of spoken language.

- a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions".

- a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.11.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.11.7.S5. Students can reconstruct the information about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.11.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: "Globalisation, problems and solutions; environmental issues and solutions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for globalisation, problems and solutions:

Nouns: A cultural exchange, global issues, a standard of living, cultural diversity, job loss, policy, anti-globalisation, health crisis, consumption habits.

Verbs: To trade, to suffer, to supply, to regulate.

Phrasal verbs: To face up to, to come up with.

Adjectives: Worldwide, cross-cultural.

Adverbs: Worldwide.

Vocabulary for environmental issues and solutions:

Nouns: Glacier, a waterfall, ozone layer, ecosystem, contamination, ice caps, sea level rise, an earthquake, global heating, a windstorm, a tornado, zero-waste, greenhouse effects, carbon emissions.

Verbs: To release, to consume, to contribute, to capture.

Phrasal verbs: To cut down on, to clean up.

Adjectives: Nuclear, poisonous

Adverbs: Wisely.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of

Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

- The Future Progressive Tense: (Companies will be trading across borders more frequently. People will be adapting to new cultural diversity in a globalised world.)
- Passive Voice of the Future-Progressive Tense: (Cross-cultural events will be being organised to promote cultural exchange. Excessive energy will be being consumed due to the rise in global temperatures.)

Functions of the Target Grammatical Structures in Use:

- Use of the Future Progressive Tense: Describing ongoing actions in the future.
- Use of Passive Voice of the Future -Progressive Tense: Describing ongoing passive actions in the future.

Target Social Language Expressions in Use:

Think globally, act globally!

We'll face the music if we don't take care of our planet!

Let's not burn bridges with future generations!

Target Phonological Sounds in Use:

Vowel: u: (/ju: /, /ʌ /, /ju: /)

Consonants: v: (/vi: /, /v /); w: (/w /)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "globalisation, problems and solutions; environmental issues and solutions" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "globalisation, problems and solutions; environmental issues and solutions" means, but may not know how to say these things in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Globalisation, global problems, solutions; environmental issues.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore globalisation and environmental issues, focusing on global problems such as urbanisation, climate change, and inequality, their impacts, and possible solutions. They will research the effects of globalisation on cultural exchange and the standard of living, analyse environmental challenges such as pollution and melting ice caps, and suggest solutions such as recycling, zero-waste practices, and policies for sustainability. Each student will write a short report explaining one global problem and one environmental issue, create a visual aid (poster or presentation) to represent the topics, and role-play as policymakers or environmentalists presenting solutions. The project will be presented

in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in nature and global problems with its components such as globalisation, problems and solutions; environmental issues and solutions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of in an upper secondary school in year 11 may know what globalisation, problems and solutions; environmental issues and solutions mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in another language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "life in nature and global problems" in English from previous themes and/or years such as "renewable resources, non-renewable resources, habitat destruction, global warming, climate change, to be conscious, to raise awareness," and also some structures such as "Renewable resources that include solar and wind energy will be necessary for sustainable development. People will need to take precautions, so they can protect wildlife from habitat destruction in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "globalisation, problems and solutions; environmental issues and solutions" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking

their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.7.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in nature and global problems”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in nature and global problems” to prepare themselves to work on guessing the topic of the current theme, “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” **(V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS1, LS5, LS8)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.11.7.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening(to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS1, LS4, LS5, LS8, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening(to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings

of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.11.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS2, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS5, LS8)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they

do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.11.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, LS8, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.11.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.11.7.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, LS8, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target)

words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS8**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what

they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, LS8, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks

them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.7.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained

above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" (**D3.6, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS2, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, V14.3, LS1, LS5, LS6, LS8, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS5, LS8, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in

fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” through their writing tasks (**V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, CS3.3**) They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS3, LS4, LS5, LS8, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.2, V5.3, V16.2, V17.2, V17.3, V18.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in nature and global problems with globalisation, problems and solutions; environmental issues and solutions" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about global environmental problems, discuss their causes and solutions in English by using the target vocabulary.

Activity 1: Problem-Solution Discussion: Environmental Issues

The teacher organises students into small groups and assigns each group a global problem, such as deforestation or pollution. Using target vocabulary such as "ecosystem, contamination, to cut down on, and to reuse" along with grammar structures such as "which, that, and so", students discuss the problem, its causes, and potential solutions. Each group creates a plan, such as: "Deforestation, which leads to habitat loss and climate change, needs immediate action. We recommend reducing the use of paper, which comes

from trees, and encouraging practices such as reusing and recycling materials to conserve forests. To solve this, raising awareness so people understand the impact of their consumption habits is crucial". Groups then present their plans, and the teacher provides feedback on vocabulary usage and grammatical accuracy. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students identify and categorise geographical features, environmental issues, and solutions in English by using target vocabulary.

Activity 1: Categorize and Match: Environmental Awareness

The teacher shows flashcards featuring geographical features such as "beach, forest, and glacier" and asks students to name them aloud, repeating the words for clarity. Next, s/he gives a worksheet with vocabulary items such as "ozone layer, climate change, and to recycle" where students categorise the words under "Geographical Features", "Environmental Issues", and "Solutions". For example, they match "forest" to "Geographical Features", "climate change" to "Environmental Issues", and "to recycle" to "Solutions". After completing the task, students read their matches aloud. The teacher listens, provides feedback, and corrects any misplacements. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 11-LEVEL: B1.3**THEME 8: LIFE IN THE UNIVERSE & FUTURE****Sub-themes: Future lifestyles, future technologies and inventions**

This theme is centred on the concept of "life in the universe and the future", and covers the sub-themes of "future lifestyles, future technologies and inventions". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS****Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY
RELATIONS**

Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software (IT), Counselling

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 11 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.11.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.11.8.L2. Students can bring together the information in the current content on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.11.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.11.8.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 future lifestyles, future technologies and inventions" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.11.8.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 future lifestyles, future technologies and inventions" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.11.8.R1. Students can prepare for reading the content on "life in the universe and future with future lifestyles, future technologies and inventions" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.11.8.R2. Students can bring information together about the current content on "life in the universe and future with future lifestyles, future technologies and inventions" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.11.8.R3. Students can make sense of and derive meaning from the current content on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.11.8.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 future lifestyles, future technologies and inventions" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.11.8.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 future lifestyles, future technologies and inventions" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.11.8.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 future lifestyles, future technologies and inventions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.11.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.11.8.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 future lifestyles, future technologies and inventions".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.11.8.W3. Students can construct new written content on "life in the universe and future with future lifestyles, future technologies and inventions" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new(prepared and/or unprepared) writing task related to the current theme.*

- b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.
- c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.
- d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.
- e) Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.
- f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.

ENG.11.8.W4. Students can practise producing written content based on the current theme "life in the universe and future with future lifestyles, future technologies and inventions".

- a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.
- b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.
- c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.
- d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.

ENG.11.8.W5. Students can engage in the process of writing related to the content on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.

ENG.11.8.W6. Students can reconstruct their writing about the current theme on "life in the universe and future with future lifestyles, future technologies and inventions" to communicate effectively about it.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.

ENG.11.8.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 future lifestyles, future technologies and inventions" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.

ENG.11.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.11.8.S2. Students can analyse and understand the model content related to "life in the universe and future with future lifestyles, future technologies and inventions" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.11.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with future lifestyles, future technologies and inventions".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.11.8.S4. Students can construct meaningful spoken content about "life in the universe and future with future lifestyles, future technologies and inventions" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.11.8.S5. Students can reconstruct the information about "life in the universe and future with future lifestyles, future technologies and inventions" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.11.8.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 future lifestyles, future technologies and inventions" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: "Future lifestyles, future technologies and inventions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for future lifestyles:

Nouns: Smart homes, virtual reality (VR), artificial intelligence, digital elements, augmented reality (AR), telecommuting.

Verbs: To be equipped with.

Adjectives: Wearable.

Vocabulary for future technologies and inventions

Nouns: Nanotechnology, robotics, drones, self-driving vehicles, holograms, wireless earbuds, AR glasses, headsets, VR headsets, smart kitchens, AI home assistants, solar panels.

Verbs: To transform, to track, to generate, to innovate.

Adjectives: Cutting-edge.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Conditional 2: (If I could design my own smart home, I would build up a system that automates every task for me).

-Wish Clauses: (I wish my home were equipped with smart technologies like AI home assistants and augmented reality glasses, so I could easily control my smart kitchen and enjoy a futuristic lifestyle).

Functions of the Target Grammatical Structures in Use:

- Use of the Conditional 2: Describing unreal or unlikely situations in the present or future, and their possible consequences.
- Use of the wish clauses: Expressing desires, regrets, or hypothetical situations that are contrary to reality.

Target Social Language Expressions in Use:

The sky's the limit with future technologies!
We're at the cutting edge of wearable technology!
Self-driving cars could be a game changer in transportation!

Target Phonological Sounds in Use:

Consonants: x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /waɪ/, /waɪ/, /j/, /ɪ/, /i:/); z: /zed/ (Br), /zi:/ (AmE), /z/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "life in the universe and the future with its components such as future lifestyles, future technologies and inventions" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "life in the universe and the future with its components such as future lifestyles, future technologies and inventions" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Life in the universe, life in the future, future lifestyles, future technologies, inventions.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the Universe and the Future" project competition by researching and discussing future lifestyles and future technologies and inventions. They will examine how advancements in artificial intelligence and robotics could impact daily life, from the use of robots in homes and workplaces to the development of smart cities and transportation systems. Students will also explore the potential of new technologies, such as renewable energy sources, space exploration, and medical innovations, and consider how these advancements might shape human society in the coming year. The assignment will require students to present their findings in a creative format, such as a report or presentation, imagining what life might look like in the future and how technology will redefine human interaction, work, and leisure. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the universe and the future with its components such as future lifestyles, future technologies and inventions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in an upper secondary school may know what life in the universe and the future with its components such as future lifestyles, future technologies and inventions mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language

learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 11, they are expected to know some basic vocabulary about "life in the universe and the future" in English from previous themes and/or years such as "aliens, mysterious, creatures, intelligence, to exist and so on" and also some structures such as "If you have an opportunity, where will you visit in the universe? If you go to the Moon, everything floats in space" in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "life in the universe and the future with its components such as future lifestyles, future technologies and inventions" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "life in the universe and future with future lifestyles, future technologies and inventions" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/ He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/

rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.11.8.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the universe and future”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “life in the universe and future” to prepare themselves to work on guessing the topic of the current theme, “life in the universe and future with future lifestyles, future technologies and inventions” (**V3.3, V3.4, V11.1, V11.2, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.11.8.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the universe and future with future lifestyles, future technologies and inventions” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V3.3, V3.4, V11.1, V11.2, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.11.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later

stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening(to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the universe and future with future lifestyles, future technologies and inventions” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V3.3, V3.4, V11.1, V11.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING:

Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items(1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places the headings on the smart board/whiteboard/blackboard: “life in the universe and future with future lifestyles, future technologies and inventions” are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V3.3, V3.4, V11.1, V11.2, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.11.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of

the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.11.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the universe and future with future lifestyles, future technologies and inventions”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who

have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **((D1.2, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.11.8.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: "life in the universe and future with future lifestyles, future technologies and inventions" **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in the universe and future with future lifestyles, future technologies and inventions" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key

words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the universe and future with future lifestyles, future technologies and inventions” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The

teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "life in the universe and future with future lifestyles, future technologies and inventions" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.11.8.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the

pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.11.8.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.11.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the

teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "life in the universe and future with future lifestyles, future technologies and inventions" (**D3.6, V3.3, V3.4, V11.1, V11.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.11.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what "life in the universe and future with future lifestyles, future technologies and inventions" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "life in the universe and future with future lifestyles, future technologies and inventions" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.3, V3.4, V11.1, V11.2, V14.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.11.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.11.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "life in the universe and future with future lifestyles, future technologies and inventions" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.11.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the

language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to “life in the universe and future with future lifestyles, future technologies and inventions” in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.11.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.11.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on “life in the universe and future with future lifestyles, future technologies and inventions” for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V3.3, V3.4, V11.1, V11.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.11.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.11.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “life in the universe and future with future lifestyles, future technologies and inventions” through their writing tasks (**V3.3, V3.4, V11.1, V11.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.11.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.11.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in the universe and future with future lifestyles, future technologies and inventions" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V3.4, V11.1, V11.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.11.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.11.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.11.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the universe and future with future lifestyles, future technologies and inventions” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.11.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To describe futuristic scenarios and innovations in English by using target vocabulary and target grammar.

Activity: Imagining the Future

The teacher begins the activity asking students to imagine a futuristic lifestyle, such as living in smart homes equipped with AI or using flying cars. The teacher provides examples using the target grammar and vocabulary (e.g., “If I could design a smart kitchen, it would be equipped with augmented reality”, or “I wish my home had AI assistants to make life easier”). Students then write a short story about their imagined future, using Conditional 2 and wish clauses along with vocabulary such as wearable technology, robots, holograms, and solar panels. After writing, students read their stories aloud. The teacher listens and gives feedback on pronunciation and sentence accuracy. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about future lifestyles and technologies in English by using target vocabulary and target grammar.

Activity: Future Dreams with Technologies

The teacher starts the activity by showing flashcards with words such as smart homes, robots, holograms, solar panels, and AI home assistants. The teacher explains each word with simple visuals or examples. Students work in pairs and complete a worksheet with Conditional 2 sentences such as “If I could design a smart home, _____”. or “If I had a flying car, _____”. They use the words from the flashcards to fill in the blanks (e.g., “If I had a flying car, I would travel anywhere in minutes”). In the end, the teacher checks their answers and provides feedback on pronunciation and accuracy. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 12**REGULAR UPPER SECONDARY-YEAR 12-LEVEL: B1.4****THEME 1: SCHOOL LIFE, CLASSROOM LIFE & EDUCATION**

Sub-themes: Challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations

This theme is centred on the concept of "school life, classroom life and education", and covers the sub-themes of "challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammmaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem- Solving Skill, CS3.3. Critical Thinking Skill

Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.12.1.L2. Students can bring together the information in the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.12.1.L3. Students can make sense of and derive meaning from the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.12.1.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, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.12.1.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, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.12.1.R1. Students can prepare for reading the content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.12.1.R2. Students can bring information together about the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.12.1.R3. Students can make sense of and derive meaning from the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.12.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.12.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.12.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.12.1.W1. Students can prepare for writing efficiently and accurately based on the current content about "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.12.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.12.1.W3. Students can construct new written content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.12.1.W4. Students can practise producing written content based on the current theme "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.12.1.W5. Students can engage in the process of writing related to the content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.12.1.W6. Students can reconstruct their writing about the current theme on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.12.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.12.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.12.1.S2. Students can analyse and understand the model content related to "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.12.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.12.1.S4. Students can construct meaningful spoken content about "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.12.1.S5. Students can reconstruct the information about "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.12.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

SCHOOL LIFE, CLASSROOM LIFE AND EDUCATION

Sub-themes: "Challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for challenges and coping with challenges for success:

Nouns: Stress management, challenge, a consequence, an element, excitement, importance, worry.

Verbs: To set goals, to concentrate, to graduate, to indicate.

Adjectives: Determined, ambitious, competitive, complex, confident, confused, disappointed, disappointing, effective.

Adverbs: Successfully, simply.

Vocabulary for graduation and future plans after school:

Nouns: A ceremony, a cap, passion, an application, a qualification, a recommendation, following, a strength, scholarship.

Verbs: To deliver a speech, to volunteer, to work part-time, to appreciate.

Adjectives: Pleasant, essential, expected, experienced.

Adverbs: Possibly, forever.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-The Simple Present Tense: (I write a blog twice a week).

-The Present Progressive Tense: (They are attending workshops this week).

-Be Going to Future Tense: (He is going to apply for a job tomorrow).

-The Simple Future Tense: (He will go to college next year).

*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:

-Reported Speech of the Present and Future Tenses: (He says he attended workshops.

They told me that they would attend the graduation party).

Functions of the Grammatical Structures in Use:

- Use of the Simple Present Tense: Describing a general state or habit for revision.
- Use of the Present Progressive Tense: Describing an action happening now or temporarily for revision.
- Use of "Be going to" future tense: Describing planned actions, decisions or predictions based on evidence for future revision.
- Use of the Simple Future Tense: Describing spontaneous decisions, promises, or predictions based on opinions for future revision.
- Use of Reported Speech of the Present and Future Tenses: Reporting actions, ideas or plans for present and future tenses.
- Use of verbs for reported speech: Ask, report, say, tell.

Target Social Language Expressions in Use:

- Who's your reading buddy?
- Let's wrap this up!
- Shall we take turns presenting?
- We're on the same page.

Target Phonological Sounds in Use:

Intonation for positive statements, negative statements, questions and question tags.

Generalisations/Key Concepts**Generalisations**

The target concept of this theme "school life, classroom life and education with its components such as challenges and coping with challenges for success; graduation and future plans after school" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "school life, classroom life and education with its components such as challenges and coping with challenges for success; graduation and future plans after school" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

School life, classroom life, education, challenges, coping with challenges, success; graduation, future plans.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will study on the concept of "School Life, Classroom Life, and Education", focusing on the sub-themes of challenges and coping with challenges for success, graduation and future plans after school, and national days and celebrations. They will create a multimedia project, such as a video diary or a digital book, documenting a fictional student's journey through school. This journey should include their struggles with academic and social challenges, strategies they use to manage stress, and their plans and aspirations for life after graduation. Students will also incorporate reflections on how their school community celebrates national days and traditions, highlighting the role these events play in fostering unity and pride. The project should creatively show the emotional highs and lows of school life, the importance of setting goals, and the value of celebrating milestones and cultural traditions, providing a relatable and inspiring narrative. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "school life, classroom life and education with its components such as challenges and coping with challenges for success; graduation and future plans after school" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 12 may know what challenges and coping with challenges for success; graduation and future plans after school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 12, they are expected to know some basic vocabulary about "school life, classroom life and education" in English from previous years such as "boarding school, multicultural school, student-centred, supportive, varied and so on" and also some structures such as "The students are discussing a project in the seminar room right now. Students have an achievement test once a year. The optional school subjects are chosen by students." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "school life, classroom life and education with its components such as challenges and coping with challenges for success; graduation and future plans after school" cognitively, affectively, and socially since it is appropriate to their age and language level. Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as "the Republic Day of Türkiye". Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "school life, classroom life, and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in

the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.12.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “school life, classroom life and education”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “school life, classroom life and education” to prepare themselves to work on guessing the topic of the current theme, “school life, classroom life and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” (**V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.12.1.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “school life, classroom life and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking

about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.12.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “school life, classroom life and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, D3.1, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places some headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme. **(D3.7, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are

not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.12.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct **(D3.4, D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.12.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “school life, classroom life and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and

(2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.12.1.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose

meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.1, D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2,**

D3.6, V3.3, LS5, CS2.5). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.12.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.1.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.12.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" (**D3.6, D3.6, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.12.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, D3.5, SELS3.2, V3.4, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.12.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.12.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.12.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.12.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.12.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.12.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.12.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" through their writing tasks (**V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. (**V3.4, V4.5, LS1, LS5**).

ENG.12.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.12.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" in context. At this stage, they try to understand

how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V10.1, V11.1, V11.2, V12.1, V12.3, V14.3, V19.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.12.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.12.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.12.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "school life, classroom life and education with challenges and coping with challenges for success; graduation and future plans after school; national days and celebrations" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about coping strategies for challenges in English through a role-play activity by using target vocabulary and target grammar.

Activity 1: Role-Playing Solutions

The teacher tells the students that they role-play. S/He introduces the concept of addressing school-related challenges. The importance of understanding challenges such as exam stress, burnout, or lack of confidence is highlighted, along with effective strategies such as time management, goal setting, and self-discipline. Students work in pairs; one role represents a student experiencing challenges, while the other represents a teacher or counsellor offering guidance. The dialogue includes examples of challenges and strategies, incorporating key grammar points such as adverbial phrases (e.g., "Tasks are completed efficiently in the morning") and passive voice (e.g., "Support is often provided by peers and mentors"). After preparation, pairs present their role-plays to the group. The teacher listens carefully and provides constructive feedback on target vocabulary usage, grammar accuracy, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students identify and categorise challenges and coping strategies in English by using target vocabulary.

Activity 1: Overcoming Challenges

The teacher prepares a reading text for this activity. Students read the following text or another text like that and underline the challenges and coping strategies mentioned:

"Students sometimes face some challenges when studying. They learn how to set goals and manage their time. Some students take breaks to avoid stress. Teachers help them stay focused and complete tasks by giving advice and support. Self-discipline is also important to overcome problems".

After underlining, students categorise the words they identified:

Challenges: Tiredness, stress

Coping Strategies: set goals, manage time, take breaks, stay focused, self-discipline

The teacher checks the categories and provides constructive and supportive feedback on pronunciation and accuracy. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 12-LEVEL: B1.4**THEME 2: PERSONAL LIFE & WELL-BEING**

Sub-themes: Providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)

This theme is centred on the concept of "personal life and well-being", and covers the sub-themes of "providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem- Solving Skill, CS3.3. Critical Thinking Skill

Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.2.L1.Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.12.2.L2. Students can bring together the information in the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.12.2.L3. Students can make sense of and derive meaning from the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.12.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.12.2.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 "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.12.2.R1. Students can prepare for reading the content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.12.2.R2. Students can bring information together about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.12.2.R3. Students can make sense of and derive meaning from the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.12.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.12.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.12.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.12.2.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.12.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.12.2.W3. Students can construct new written content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.12.2.W4. Students can practise producing written content based on the current theme "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.12.2.W5. Students can engage in the process of writing related to the content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.12.2.W6. Students can reconstruct their writing about the current theme on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.12.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.12.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.12.2.S2. Students can analyse and understand the model content related to "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.12.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.12.2.S4. Students can construct meaningful spoken content about "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.12.2.S5. Students can reconstruct the information about "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.12.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

PERSONAL LIFE AND WELL-BEING

Sub-themes: "Providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for providing personal well-being through social health:

Nouns: Emotional intelligence, a belief, a difficulty, an attitude, an occasion, a friendship, a value.

Verbs: To communicate effectively, to admire, to admit, to advise, to fulfil needs, to strengthen bonds, to handle disagreements.

Phrasal verbs: To get over.

Adjectives: Engaged, practical, gentle, qualified, involved.

Adverbs: Naturally, fairly.

Vocabulary for providing personal well-being with economic stability (Fashion addicts, shopaholics):

Nouns: Latest trends, new collections, a shopaholic, fashion, a shopping centre (mall-AmE), a version, marketing, luxury.

Verbs: To stick to the list, to limit social media, to invest, to wonder, to treat, to supply, to pretend, to get attraction.

Phrasal Verbs: To keep up with.

Adjectives: Old-fashioned, unnecessary, unpleasant, coloured.

Adverbs: Necessarily, perfectly.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense: (They limited their social media usage.)

-The Past Progressive Tense: (She was jogging at seven o'clock yesterday.)

-The Past Perfect Tense: (They attended a wellness program after they had gone bankrupt.)

-The Past Perfect Progressive Tense: (She had been investing money for her future before she was in debt.)

Functions of the Grammatical Structures in Use:

-Use of the Simple Past Tense: Describing an action that was completed at a specific moment in the past for revision.

-Use of the Past Progressive Tense: Describing an action that was happening at a specific moment in the past.

-Use of the Past Perfect Tense: Describing an action that was completed before another action in the past for revision.

-Use of the Past Perfect Progressive Tense: Describing an action that was happening before another action in the past for revision.

Target Social Language Expressions in Use:

I fancy a walk to clear my head!
 Let's hit the park for some fresh air!
 Sometimes a good chat is the best therapy!
 It's important to stay connected!

Target Phonological Sounds in Use:

Long and short vowels: a: (/ae/, /ae/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/)
 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.)

Generalisations/Key Concepts**Generalisations**

The target concept of this theme "personal life and well-being with its components such as providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "personal life and well-being with its components such as providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" mean, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Personal life, well-being, personal well-being, social health, providing personal well-being, providing personal well-being with economic stability, fashion addicts, shopaholics.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Personal life and well-being" with a focus on the sub-themes of providing personal well-being through social health and providing personal well-being with economic stability, including topics such as fashion addiction and shopaholics. Students will prepare a research-based presentation that examines how maintaining strong social connections contributes to emotional and mental health. They will also analyse the economic aspects of personal well-being, discussing the impact of shopping or excessive spending on fashion, individual stability and societal norms. The project should include practical strategies for achieving a balanced lifestyle, such as budgeting techniques, fostering meaningful relationships, and setting healthy boundaries with consumer habits. Students will conclude their assignment by proposing actionable steps for maintaining personal well-being in a socially and economically sustainable way. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/Readiness**

This theme includes the concept of "personal life and well-being with its components such as providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 12 may know what providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics) mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been

covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 12, they are expected to know some basic vocabulary about "personal life and well-being" in English from previous themes and/or years such as "strength, flexibility, self-esteem, to cope with" and also some structures such as "She was cycling yesterday morning to stay fit. They included vitamins and minerals in his balanced diet last month." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "personal life and well-being with its components such as providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does

not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.12.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “personal life and well-being”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “personal life and well-being” to prepare themselves to work on guessing the topic of the current theme, “personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” (**V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS1, LS5, LS8**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.12.2.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS1, LS3, LS4, LS5, LS8, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/ theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.12.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later

stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, D3.1, V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places some headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme. **(D3.7, V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.12.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at

visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, LS8, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.12.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who

have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.12.2.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics) (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning

the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.1, D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.12.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way

(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7).** The teacher asks the pairs to say what they have found **(D2.3, CS2.10).** As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3).** Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1).** The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2).** Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15).** This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13).** These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3).** S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2).** S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13).** They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4).** When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15).** They also give feedback to each other **(D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2).** This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.2.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3).** Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2).**

ENG.12.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully

to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” (**D3.6, V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS2, LS3, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.12.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics) mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.3, V9.1, V12.2, V14.3, V16.1, V17.1, V17.2, LS1, LS3, LS5, LS6, LS8, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.12.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.12.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.12.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics) in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.12.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.12.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics) for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.12.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.12.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" through their writing tasks (**V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, CS3.3**).

They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG.12.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG.12.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **((V3.3, V4.3, V9.1, V12.2, V16.1, V17.1, V17.2, LS1, CS2.4, CS2.19, CS3.2))**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.12.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG.12.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.12.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "personal life and well-being with providing personal well-being through social health; providing personal well-being with economic stability (fashion addicts, shopaholics)" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about personal well-being or economic stability in English through their speaking skills by using target vocabulary and target grammar.

Activity 1: Create and Report

Students work in pairs to create their own sentences about personal well-being or economic stability using vocabulary from the list (e.g., to create a budget, to invest for the future, empathy). One student shares their sentence aloud (e.g., "I think people should limit social media usage to avoid unnecessary shopping"), and their peer reports it using reported speech (e.g., She said that people should limit social media usage to avoid unnecessary shopping). They take turns creating and reporting, making sure to use the target vocabulary. The teacher gives feedback on vocabulary use, grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about personal well-being through social health in English through a pair work activity by using the target vocabulary and target grammar.

Activity 1: Report It Right

The teacher writes sentences such as "I am obsessed with fast fashion" and "I will create a budget to cut

expenses" on papers and places them in a box. Students work in pairs, taking turns to draw a paper, read the sentence aloud, and have their peer report it by using reported speech (e.g., She said she was obsessed with fast fashion). They continue until all papers are used, practicing speaking and listening while learning reported speech. After each pair performs, the teacher provides constructive feedback focusing on pronunciation and sentence accuracy. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 12-LEVEL: B1.4**THEME 3: FAMILY LIFE & HOME****Sub-themes: The impact of technology on family life; the relationships between the family and community**

This theme is centred on the concept of "family life and home", and covers the sub-themes of "the impact of technology on family life; the relationships between the family and community". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS****Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.3.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.12.3.L2. Students can bring together the information in the current content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.12.3.L3. Students can make sense of and derive meaning from the current content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.12.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.12.3.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 "family life and home with the impact of technology on family life; the relationships between the family and community" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.12.3.R1. Students can prepare for reading the content on "family life and home with the impact of technology on family life; the relationships between the family and community" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.12.3.R2. Students can bring information together about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.12.3.R3. Students can make sense of and derive meaning from the current content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.12.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.12.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with the impact of technology on family life; the relationships between the family and community" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.12.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with the impact of technology on family life; the relationships between the family and community", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.12.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.12.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.12.3.W3. Students can construct new written content on "family life and home with the impact of technology on family life; the relationships between the family and community" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.12.3.W4. Students can practise producing written content based on the current theme "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.12.3.W5. Students can engage in the process of writing related to the content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.12.3.W6. Students can reconstruct their writing about the current theme on "family life and home with the impact of technology on family life; the relationships between the family and community" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.12.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.12.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.12.3.S2. Students can analyse and understand the model content related to "family life and home with the impact of technology on family life; the relationships between the family and community" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.12.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with the impact of technology on family life; the relationships between the family and community".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.12.3.S4. Students can construct meaningful spoken content about "family life and home with the impact of technology on family life; the relationships between the family and community" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*

- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.12.3.S5. Students can reconstruct the information about "family life and home with the impact of technology on family life; the relationships between the family and community" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.12.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with the impact of technology on family life; the relationships between the family and community" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

FAMILY LIFE AND HOME

Sub-themes: "The impact of technology on family life; the relationships between the family and community"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for the impact of technology on family life:

Terms for technology:

Nouns: Streaming services, privacy settings, a relative, lack of attention, generation gap, access, wearable devices, lack of interaction, anxiety, depression, sleeping disorder, technology addiction, obesity, work-life balance.

Verbs: To monitor health, to do outdoor activities, to educate (family members), to apologise.

Adjectives: Remote, convenient, efficient.

Adverbs: Particularly, mainly.

Vocabulary for the relationships between the family and community:

Nouns: An identity, unity, a bond.

Verbs: To share values, to participate, to strengthen ties, to overcome barriers.

Adjectives: Emotional (well-being)

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Reported Speech of the Past Tenses: (She said that video calls had helped her stay in touch with distant relatives during the pandemic).

Functions of the Grammatical Structures in Use:

-Use of Reported Speech of the Past Tenses: Reporting actions, ideas or plans for present and past tenses.

Target Social Language Expressions in Use:

Thanks a million, Mum, for helping me with my chores!

Mind your manners at the dinner table!

We must have tech-free dinners!

We're all in the same room, but everyone's on their phone!

Target Phonological Sounds in Use:

Vowels: e: (/e/; /i:/, /ə/)

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.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "the impact of technology on family life; the relationships between the family and community" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "the impact of technology on family life; the relationships between the family and community" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Family life, the impact of technology, the impact of technology on family life, community, the relationships between the family and community.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will create a digital story exploring the theme "Family Life and Home" with a focus on the impact of technology on family life and the relationships between the family and community. They will illustrate how modern technologies, such as smartphones, social media, and smart home devices, have changed the way families interact, both positively and negatively. Students will also examine how families connect with their communities, considering the role of technology in enhancing or hindering these relationships. The project should creatively describe real-life or scenarios that highlight the balance between embracing technology and maintaining meaningful connections within the family and community. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "family life and home with its components such as the impact of technology on family life; the relationships between the family and community" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 12 may know what the impact of technology on family life; the relationships between the family and community mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 12, they are expected to know some basic vocabulary about "family life and home" in English from previous themes and/or years such as "family gatherings, occasion, anniversary, privacy, responsibility" and also some structures such as "The family had celebrated their anniversary before they moved to a new city. He hadn't cleaned up the mess before the guests arrived for the family meal." in English from the previous themes or years. These grammatical items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "the impact of technology on family life; the relationships between the family and community" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "family life and home with the impact of technology on family life; the relationships between the family and community" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.12.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “family life and home”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “family life and home” to prepare themselves to work on guessing the topic of the current theme, “family life and home with the impact of technology on family life; the relationships between the family and community” (**V2.3, V5.1, V8.4, V16.1, V16.2, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.12.3.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “family life and home with the impact of technology on family life; the relationships between the family and community” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V2.3, V5.1, V8.4, V16.1, V16.2, LS1, LS3, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and

that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.12.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “family life and home with the impact of technology on family life; the relationships between the family and community” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V2.3, V5.1, V8.4, V16.1, V16.2, LS2, LS3, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places some headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme. **(D3.7, V2.3, V5.1, V8.4, V16.1, V16.2, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main

categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.12.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.12.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “family life and home with the impact of technology on family life; the relationships between the family and community”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home

(D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5).** If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2).** During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1).** The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15).** After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2).**

ENG.12.3.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7).** Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: the impact of technology on family life; the relationships between the family and community **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8).** Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4).** The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(LS1, LS7, CS2.4, CS2.8).** In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1).** Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1).** Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8).**

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2).** One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6).** The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7).** They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2).** The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “the impact of technology on family life; the relationships between the family and community” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.1, D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one

of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “the impact of technology on family life; the relationships between the family and community” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “the impact of technology on family life; the relationships between the family and community” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions **(D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20)**. Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.12.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read

and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.3.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to

practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG.12.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “the impact of technology on family life; the relationships between the family and community” **(D3.6, V2.3, V5.1, V8.4, V16.1, V16.2, LS2, LS3, LS5, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG.12.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what the impact of technology on family life; the relationships between the family and community mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about “the impact of technology on family life; the relationships between the family and community” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V2.3, V3.4, V5.1, V8.4, V14.3, V16.1, V16.2, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG.12.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG.12.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “the impact of technology on family life; the relationships between the family and

community” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.12.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the impact of technology on family life; the relationships between the family and community in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.12.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.12.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the impact of technology on family life; the relationships between the family and community for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V2.3, V5.1, V8.4, V16.1, V16.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.12.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.12.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about “the impact of technology on family life; the relationships between the family and community” through their writing tasks **(V2.3, V5.1, V8.4, V16.1, V16.2, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.12.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG.12.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG.12.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “the impact of technology on family life; the relationships between the family and community” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V2.3, V3.3, V5.1, V8.4, V16.1, V16.2, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.12.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking

activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.12.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.12.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “family life and home with the impact of technology on family life; the relationships between the family and community” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.12.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To create a timeline of how technology has impacted family life in English by using the target vocabulary and target grammar.

Activity 1: Technology and Family Life Timeline

The teacher introduces the activity. Students explore how technology has impacted family life over the years by using three important past tenses: the simple past, past progressive, and past perfect. Technology has transformed the way families connect, communicate, and spend time together. Students think about how families used landline phones in the 1980s, how video calls became common in the 2000s, and how social media now plays a major role. The activity involves working in pairs to create a timeline of these changes. For each key event, write a simple past sentence to describe the event (e.g., “In the 1980s, families used landline phones”), a past progressive sentence to show ongoing activities at the time (e.g., “While families were watching TV in the 1990s, they were spending time together”), and a past perfect sentence to explain what had happened before the event (e.g., “By the time smartphones became popular, families had already started using email”). Once the timelines are complete, share and discuss the ideas with the class to see how technology has influenced family life. In the end, the teacher provides constructive feedback on the content and use of target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe positive and negative effects of technology on family life in English by using target vocabulary.

Activity 1: Grouping the Effects of Technology on Family Life

The teacher prepares a reading text for this activity. Students read the text below or another text and underline the positive and negative effects of technology on family life. After reading, they group these effects under two headings: "Positive Effects" and "Negative Effects". Finally, each student shares one positive and one negative effect with the class. In the end, the teacher provides constructive feedback on the content and use of vocabulary.

Activity Text: Technology, such as smartphones, video calls, and social media, helps families stay in touch, work, and study online, making life convenient and timesaving. It also allows families to monitor health and track kids. However, it can reduce face-to-face interaction, cause distractions, and lead to issues like sleep problems, technology addiction, and anxiety. To avoid these problems, families can set boundaries, play board games, or do outdoor activities. By using technology responsibly, families can strengthen bonds and connect with the community, sharing values and building unity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 12-LEVEL: B1.4**THEME 4: CITY & SOCIAL LIFE**

Sub-themes: Different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions

This theme is centred on the concept of "city life and social life", and covers the sub-themes of "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS**

**Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V18. Privacy, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.4.L1.Students can prepare and get ready for listening (to)/watching about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.12.4.L2. Students can bring together the information in the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.12.4.L3. Students can make sense of and derive meaning from the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.12.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.12.4.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 "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.12.4.R1. Students can prepare for reading the content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.12.4.R2. Students can bring information together about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.12.4.R3. Students can make sense of and derive meaning from the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.12.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.12.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.12.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.12.4.W1. Students can prepare for writing efficiently and accurately based on the current content about "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.12.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.12.4.W3. Students can construct new written content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.12.4.W4. Students can practise producing written content based on the current theme "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.12.4.W5. Students can engage in the process of writing related to the content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.12.4.W6. Students can reconstruct their writing about the current theme on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.12.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.12.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.12.4.S2. Students can analyse and understand the model content related to "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.12.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared*

speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.

- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.12.4.S4. Students can construct meaningful spoken content about "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.12.4.S5. Students can reconstruct the information about "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.12.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

CITY AND SOCIAL LIFE

Sub-themes: "Different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for different communities and lifestyles in the rural areas and cities :

Nouns: Dairy products, a cultural event, a beauty centre, accommodation, childhood, a consumer, a countryside, a custom, financial issues, an immigrant, security, unemployment, youth, entertainment.

Verbs: To bake bread, to access, to afford, to benefit, to experience, to gather, to limit.

Phrasal verbs: To go up, to get around.

Adjectives: Central, criminal, economic, educated, far, grateful, retired, unemployed.

Adverb: Absolutely.

Vocabulary for problems related to infrastructure and planning in the city and solutions:

Nouns: A connection, lack of green spaces, high property prices, high energy demand, planning, power cuts, a development, an improvement, a pipe, a warning, waste.

Verbs: To improve safety, to expand (public transportation), to meet demands.

Adjectives: Alternative, unable, various.

Adverbs: Approximately, highly.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

The Future Perfect Tense: (By the end of the season, we will have harvested all the vegetables from the farm).

Functions of the Grammatical Structures in Use:

-Use of the Future Perfect Tense: Describing actions that will be completed before a specified time in the future.

Target Social Language Expressions in Use:

The race was neck and neck until the very end!

The crowd went wild when the home team scored!

Target Phonological Sounds in Use:

Vowel: i (/aɪ/, /ɪ/, /i:/)

Consonants: j (/dʒeɪ/, /dʒ/); k: (/k/); l: (/ɛl/, /l/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "city life and social life with its components such as different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "city life and social life with its components such as different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

City life and social life with its components such as different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "City Life and Social Life" by investigating different communities and lifestyles in rural areas and cities, as well as problems related to infrastructure and planning in urban environments and their solutions. They will create a comparative presentation or short documentary highlighting the contrasts between rural and urban lifestyles, focusing on factors like housing, transportation, and community engagement. Additionally, students will identify common infrastructure challenges in cities, such as traffic congestion, inadequate public spaces, or poor waste management, and propose innovative, sustainable solutions. The project should show a deep understanding of how these factors influence social life and contribute to building more inclusive and well-planned communities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "city life and social life with its components such as different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 12 may know what different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 12, they are expected to know some basic vocabulary about "city life and social life" in English from previous themes and/or years such as "sustainable city, recreational activities, to offer, suburb and so on" and also some structures such as "I have been living in this neighbourhood for a long time. We have come across him three times at the concerts. This city will be a slow city in 2030." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "city life and social life with its components such as different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "city and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solution" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to

promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.12.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “city life and social life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “city life and social life” to prepare themselves to work on guessing the topic of the current theme, “city life and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions” **(V5.2, V5.3, V16.2, V18.2, V18.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.12.4.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “city life and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V5.2, V5.3, V16.2, V18.2, V18.3, LS1, LS3, LS4, LS5, LS8, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/ theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.12.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “city life and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V5.2, V5.3, V16.2, V18.2, V18.3, LS2, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". After having watched the introductory digital story, the teacher places some headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme. (**D3.7, V5.2, V5.3, V16.2, V18.2, V18.3, LS5, LS8**). S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.12.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the "establishing links" session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the "establishing links" session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS3, LS4, LS8, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them

with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.12.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen(to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “city life and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.12.4.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, LS3, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key

target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.1, D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the

English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.12.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give

each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.4.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.12.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" (**D3.6, V5.2, V5.3, V16.2, V18.2, V18.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on

the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.12.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V5.2, V5.3, V14.3, V16.2, V18.2, V18.3, LS1, LS3, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.12.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.12.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.12.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have

gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.12.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.12.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.2, V5.3, V16.2, V18.2, V18.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.12.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.12.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" through their writing tasks (**V5.3, V16.2, V18.2, V18.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. (**V3.4, V4.5, LS1, LS5**).

ENG.12.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.12.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.2, V5.3, V16.2, V18.2, V18.3, LS1, CS2.4, LS8, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.12.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.12.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.12.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “city life and social life with different communities and lifestyles in the rural areas and cities; problems related to infrastructure and planning in the city and solutions” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.12.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about city and rural life, addressing infrastructure challenges and suggesting actionable solutions in English by using target vocabulary and target grammar.

Activity 1: Explore, Analyse, and Suggest

The teacher starts with a slideshow or infographic about city and rural life, emphasising infrastructure challenges and potential solutions (e.g., urban traffic, lack of green spaces) while introducing target vocabulary (e.g., cosmopolitan, rapid construction, modernisation), which students record. In groups, students organise the vocabulary into categories (City Life, Rural Life, Problems, Solutions) and choose a picture to describe and evaluate using the new terms (e.g., “This picture describes a busy urban street with traffic jam and noise pollution”). Next, students write a formal suggestion for addressing an infrastructure issue, explaining the issue, its consequences, and actionable solutions (e.g., “Traffic jams cause air pollution, but increasing public transportation can reduce it”). Finally, they share their evaluations or suggestions, and the teacher gives supportive feedback on language use and clarity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe city life, rural life, infrastructure problems, and solutions in English by using target vocabulary.

Activity 1: Match, Speak, and Learn

The teacher shows simple pictures of city life, rural life, and infrastructure problems/solutions (e.g., a farm, a park, or a busy street) and introduces basic vocabulary with clear explanations and gestures (e.g., “This is a park. People can relax here. Students match the vocabulary (e.g., park, traffic, farm) to the correct picture, then create simple sentences using sentence starters provided by the teacher (e.g., “In the city, there is _____”, “In the countryside, people _____”). Example sentences include: “In the city, there are tall buildings”, or “In the countryside, people grow vegetables”. The teacher listens and gives constructive and

supportive feedback on accuracy and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 12-LEVEL: B1.4**THEME 5: LIFE IN THE CULTURAL AND NATURAL WORLD****Sub-themes: Stereotypes and cultural diversity in the world; gaining awareness on climate change**

This theme is centred on the concept of "life in the cultural and natural world", and covers the sub-themes of "stereotypes and cultural diversity in the world; gaining awareness on climate change". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND
SUPPORTIVE SKILLS**

FLFS1. Listening-Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

**INTERCURRICULAR
COMPONENTS****Social-Emotional
Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V18. Privacy, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.5.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.12.5.L2. Students can bring together the information in the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.12.5.L3. Students can make sense of and derive meaning from the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.12.5.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 cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.12.5.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 cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.12.5.R1. Students can prepare for reading the content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.12.5.R2. Students can bring information together about the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.12.5.R3. Students can make sense of and derive meaning from the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.12.5.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 cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.12.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.*
- b) *Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.*

- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.12.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target 'grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures(grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.12.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.12.5.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 cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.12.5.W3. Students can construct new written content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.12.5.W4. Students can practise producing written content based on the current theme "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.12.5.W5. Students can engage in the process of writing related to the content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.12.5.W6. Students can reconstruct their writing about the current theme on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.12.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.12.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.12.5.S2. Students can analyse and understand the model content related to "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.12.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.12.5.S4. Students can construct meaningful spoken content about "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.12.5.S5. Students can reconstruct the information about "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.12.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change" in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE CULTURAL AND NATURAL WORLD

Sub-themes: "Stereotypes and cultural diversity in the world; gaining awareness on climate change"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for stereotypes and cultural diversity in the world:

Nouns: An immigrant, a refugee, a cultural element, a similarity, poverty, a religion, a nation, a race, a native, stereotype.

Verbs: To represent, to risk.

Phrasal verbs: To get on well, to back up.

Adjectives: Obvious, political, religious, native, stereotypical.

Adverbs: Similarly, originally, specifically.

Vocabulary for gaining awareness on climate change:

Nouns: Climate emergency, global heating.

Verbs: To highlight climate issues, to engage with, to educate the community, to contact local representatives, to support green policies, to create awareness campaigns, to reduce emissions.

Adjectives: Aware of, open-minded.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Modals in the past (can/would/could/should have v3): (People could have avoided prejudicing others if they had taken the time to learn about different cultures).

Functions of the Grammatical Structures in Use:

-Use of modals in the past (can/would/could/should have v3): Describing possibility, probability, necessity and obligation in the past.

Target Social Language Expressions in Use:

Learning about different cultures is the spice of life!

Don't judge a book by its cover!

Cultural diversity makes the world more colourful!

The Earth is getting warmer!

Let's do something before it's too late!

Target Phonological Sounds in Use:

Vowel: o: (/əʊ/, /o/)

Consonants: m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/, /p/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "stereotypes and cultural diversity in the world; gaining awareness on climate change" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "stereotypes and cultural diversity in the world; gaining awareness on climate change" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Stereotypes, cultural diversity, in the world; awareness, gaining awareness on climate change.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the Cultural and Natural World" with a focus on stereotypes and cultural diversity in the world and gaining awareness of climate change. They will create a multimedia presentation or visual project that highlights examples of cultural stereotypes and their impact on global understanding, alongside stories or traditions that celebrate cultural diversity. The project will also address the urgent issue of climate change, examining how diverse cultures around the world are affected by and responding to this crisis. Students will propose actionable solutions to promote cultural empathy and environmental sustainability, reflecting on the interconnectedness of humanity and nature. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the cultural and natural world with its components such as stereotypes and cultural diversity in the world; gaining awareness on climate change" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 12 may know what stereotypes and cultural diversity in the world; gaining awareness on climate change mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 12, they are expected to know some basic vocabulary about "life in the cultural and natural world" in English from previous themes and/or years such as "worldwide, cultural exchange, climate, universal and so on" and also some structures such as "Governments should implement stricter laws to combat climate change. They could find alternative solutions to deforestation." in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "stereotypes and cultural diversity in the world; gaining awareness on climate change" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt

so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of “life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.12.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links”

session for recalling background knowledge about the concept of “life in the cultural and natural world”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the cultural and natural world” to prepare themselves to work on guessing the topic of the current theme, “life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change” **(V4.5, V5.2, V16.2, V16.3, V18.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.12.5.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change” to identify the topic of the content and to answer the question: “What is the whole content about?” **(D3.6, V4.5, V5.2, V16.2, V16.3, V18.3, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/ watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.12.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V4.5, V5.2, V16.2, V16.3, V18.3, LS2, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements

do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places some headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme. **(D3.7, V4.5, V5.2, V16.2, V16.3, V18.3, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.12.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct **(D3.4, V3.3, LS1, LS2, LS4, LS8, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.12.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate

change". The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section "1.2. Principles for the Implementation of the English Language Curriculum" **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.12.5.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has

previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: stereotypes and cultural diversity in the world; gaining awareness on climate change (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “stereotypes and cultural diversity in the world; gaining awareness on climate change” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then s/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.1, D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7),

and (8) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION OF TARGET VOCABULARY: To find "sentence clues"/"the indirect context clues" for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as "but, and, fearless, quickly, too much, tomorrow, etc." anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the "indirect clues" for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through "sentence clues/indirect context clues", the teacher checks their understanding again by showing them some realia that s/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the "part/paragraph and sentences clues" in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme "stereotypes and cultural diversity in the world; gaining awareness on climate change" and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section "1.2. Principles for the Implementation of the English Language Curriculum". Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target "stereotypes and cultural diversity in the world; gaining awareness on climate change" using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students

say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum". When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.12.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then s/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc.

with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.5.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.12.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "stereotypes and cultural diversity in the world; gaining awareness on climate change" (**D3.6, V4.5, V5.2, V16.2, V16.3, V18.3, LS2, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.12.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the

open-ended range to understand the theme in terms of what stereotypes and cultural diversity in the world; gaining awareness on climate change mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about “stereotypes and cultural diversity in the world; gaining awareness on climate change” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.4, V4.5, V5.2, V14.3, V16.2, V16.3, V18.3, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG.12.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG.12.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “stereotypes and cultural diversity in the world; gaining awareness on climate change” to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG.12.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to stereotypes and cultural diversity in the world; gaining awareness on climate change in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG.12.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own **(V16.1)**. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG.12.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs,

essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on stereotypes and cultural diversity in the world; gaining awareness on climate change for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V5.2, V16.2, V16.3, V18.3, LS5, LS8, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.12.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.12.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "stereotypes and cultural diversity in the world; gaining awareness on climate change" through their writing tasks (**V4.5, V5.2, V16.2, V16.3, V18.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. (**V3.4, V4.5, LS1, LS5**).

ENG.12.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.12.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “stereotypes and cultural diversity in the world; gaining awareness on climate change” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, V5.2, V16.2, V16.3, V18.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.12.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.12.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.12.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the cultural and natural world with stereotypes and cultural diversity in the world; gaining awareness on climate change” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

ENG.12.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they

contribute to the improvement of their peers in their learning processes (V4.1, V4.3, V12.1, V12.3, LS1).

DIFFERENTIATION

Expansion

Objective: To talk about climate change and cultural diversity in English by using target vocabulary.

Activity 1: A Panel Discussion

The teacher organises a group activity simulating a panel discussion where students role-play a meeting on either "Climate Change Awareness" or "Cultural Diversity in the World". One student acts as the moderator (speaker), while other group members take on roles such as an environmental activist, a cultural expert, or a concerned community member. The moderator asks each participant prepared or spontaneous questions like, "What steps should we take to fight with climate change?" or "How can we promote cultural harmony?" Participants respond with their ideas using target vocabulary. After the discussion, the moderator summarises and reports each participant's statements to the audience using reported speech, such as: "The activist said, 'We must engage communities in recycling programs', which I reported as: The activist said we must engage communities in recycling programs". This interactive setup helps students improve vocabulary, reported speech, and collaborative communication skills. The teacher gives feedback on the accuracy of their sentences and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe cultural diversity and climate awareness in English by using target vocabulary.

Activity 1: Matching and Storytelling

The teacher prepares a matching game where students match vocabulary words such as "prejudice", "harmony", and "to recycle" with their relevant pictures to build understanding. Once the matches are complete, students use the matched words to create a short story about either a cultural festival their family or community joined or an action their school took for climate change. For instance, students might write, "My teacher said, 'We should build harmony in our community', and I reported it as: My teacher said we should build harmony in our community". This activity integrates matching and storytelling with reported speech. Then the teacher gives feedback on their sentences and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



REGULAR UPPER SECONDARY-YEAR 12-LEVEL: B1.4**THEME 6: LIFE IN THE UNIVERSE & FUTURE****Sub-themes: Space organisations; plans and aspirations for the future**

This theme is centred on the concept of "life in the universe and the future", and covers the sub-themes of "space organisations; plans and aspirations for the future". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The teaching and learning activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14**FIELD SKILLS AND SUPPORTIVE SKILLS**

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS**Social-Emotional Learning Skills**

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem-Solving Skill, CS3.3. Critical Thinking Skill

Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.6.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.12.6.L2. Students can bring together the information in the current content on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.12.6.L3. Students can make sense of and derive meaning from the current content on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.12.6.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 universe and future with space organisations; plans and aspirations for the future" in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*

- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.12.6.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 universe and future with space organisations; plans and aspirations for the future" to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.12.6.R1. Students can prepare for reading the content on "life in the universe and future with space organisations; plans and aspirations for the future" efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.12.6.R2. Students can bring information together about the current content on "life in the universe and future with space organisations; plans and aspirations for the future" through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.12.6.R3. Students can make sense of and derive meaning from the current content on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.12.6.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 universe and future with space organisations; plans and aspirations for the future" in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.12.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with space organisations; plans and aspirations for the future" after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.
- b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.
- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.

- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.12.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and future with space organisations; plans and aspirations for the future", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.12.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.12.6.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 universe and future with space organisations; plans and aspirations for the future".

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.12.6.W3. Students can construct new written content on "life in the universe and future with space organisations; plans and aspirations for the future" based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.12.6.W4. Students can practise producing written content based on the current theme "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.12.6.W5. Students can engage in the process of writing related to the content on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.12.6.W6. Students can reconstruct their writing about the current theme on "life in the universe and future with space organisations; plans and aspirations for the future" to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.12.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with space organisations; plans and aspirations for the future" in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.12.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.12.6.S2. Students can analyse and understand the model content related to "life in the universe and future with space organisations; plans and aspirations for the future" to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.12.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with space organisations; plans and aspirations for the future".

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.12.6.S4. Students can construct meaningful spoken content about "life in the universe and future with space organisations; plans and aspirations for the future" through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*

- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.12.6.S5. Students can reconstruct the information about "life in the universe and future with space organisations; plans and aspirations for the future" when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.12.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with space organisations; plans and aspirations for the future" in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

LIFE THE UNIVERSE AND THE FUTURE

Sub-themes: "Space organisations; plans and aspirations for the future"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for space organisations:

Nouns: NASA(National Aeronautics and Space Administration), space habitat, space missions, an astronaut, a rocket, atmosphere, Mars, moonlight, a spaceship, space station, sunlight, mystery, wonder, TSA (Turkish Space Agency).

Verbs: To be responsible for, to be involved in, to collect samples, to shine, to reflect, to survive.

Vocabulary for plans and aspirations for the future:

Nouns: Contribution, a goal, career.

Verbs: To set goals, to pursue dreams, to accomplish, to contribute, to entertain, to improve, to achieve, to reach.

Phrasal verb: To come up with.

Adjectives: Bold, optimistic, realistic.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be

age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

- Conditional 3: (If the space agency had received more funding, they would have been able to launch a new spacecraft this year).
- Mixed conditionals: (If the space tourism industry had made faster progress, commercial space flights would be more accessible today).

Functions of the Grammatical Structures in Use:

- Use of the conditional 3: Expressing hypothetical or unreal situations in the past.
- Use of mixed conditionals: Expressing regrets about past decisions or criticism of past actions.

Target Social Language Expressions in Use:

Building a colony on Venus feels like pie in the sky!
 Space tourism is just around the corner!
 My head's full of ideas and I just need the right time!
 I'm not there yet, but I'm getting closer every day!

Target Phonological Sounds in Use:

Vowel: u: (/ju:/, /ʌ/, /ju:/)

Consonants: v: (/vi:/, /v/); w: (/w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: /zed/ (Br), /zi:/ (AmE), /z/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Key Concepts

Generalisations

The target concept of this theme "life in the universe and the future with its components such as space organisations; plans and aspirations for the future" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in an upper secondary school may know what "life in the universe and the future with its components such as space organisations; plans and aspirations for the future" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts

Life, life in the universe, future, life in the future, space, space organisations; plans, plans and aspirations for the future.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the Universe and the Future" by investigating topics such as space organisations; and plans and aspirations for the future. They will research advancements made by global space organisations and examine their ambitious missions to explore space and understand our universe. Students will also envision their own plans and aspirations for the future, either on a personal level or as part of humanity's collective progress in space exploration and technology. The assignment can take the form of a creative presentation, a futuristic essay, or a visual project imagining life on another planet, encouraging students to think critically about humanity's place in the universe and the role of innovation in shaping the future. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the universe and the future with its components such as space organisations; plans and aspirations for the future" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student of an upper secondary school in year 12 may know what space organisations; plans and aspirations for the future mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students of an upper secondary school in year 12 they are expected to know some basic vocabulary about "life in the universe and the future" in English from previous themes and/or years such as "to design, to predict, smart homes, virtual reality, and so on" and also some structures such as "If scientists work much more carefully, they can discover the signs of life on Mars. If he worked on a project, he would plan to study on manned space missions" in English from the previous themes or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in an upper secondary school are ready to learn the concept of "life in the universe and the future with its components such as space organisations; plans and aspirations for the future" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "life in the universe and future with space organisations; plans and aspirations for the future" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main learning/teaching flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. S/ He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/box that s/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital

introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and subtopics, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.12.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “life in the universe and the future”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “life in the universe and the future” to prepare themselves to work on guessing the topic of the current theme, “life in the universe and the future with space organisations; plans and aspirations for the future” (**V3.2, V11.1, V11.2, V12.3, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.12.6.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching: The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the universe and the future with space organisations; plans and aspirations for the future” to identify the topic of the content and to answer the question: “What is the whole content about?” (**D3.6, V3.2, V11.1, V11.2, V12.3, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). S/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. S/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be

played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.12.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links session” about the current context shown earlier during the listening (to)/watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the universe and the future with space organisations; plans and aspirations for the future” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/see the context as a whole and understand the theme holistically **(D3.1, V3.2, V11.1, V11.2, V12.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. S/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. After having watched the introductory digital story, the teacher places some headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme. **(D3.7, V3.2, V11.1, V11.2, V12.3, LS5)**. S/He places a corresponding picture next to each component and writes the name of each heading. S/he guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/ blackboard or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the

introductory digital story and/or examining the double-spread picture the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.12.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer that the current theme is about and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.12.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the universe and the future with space organisations; plans and aspirations for the future”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section “1.2. Principles for the Implementation of the English Language Curriculum” (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection: The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct

pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section "1.2. Principles for the Implementation of the English Language Curriculum". The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.12.6.V1.

PREPARATION FOR WORKING ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/whiteboard/blackboard in relation to the main components of the theme: space organisations; plans and aspirations for the future (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever s/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.1, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in

context: To check whether the students know any of the target key vocabulary about “space organisations; plans and aspirations for the future” the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. S/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that s/he has already decided on earlier when planning the lesson). S/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then s/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then s/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. S/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.1, D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/ clause/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.1, D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that s/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have

studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “space organisations; plans and aspirations for the future” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “space organisations; plans and aspirations for the future” using the web 2.0 programme. S/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 or a real box in the classroom. S/He asks the students to take turns to go to the white/blackboard and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/blackboard talks about the picture s/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/blackboard finishes, the teacher asks her/him to put the picture under the right category that s/he has previously placed on the white/blackboard earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section “1.2. Principles for the Implementation of the English Language Curriculum”. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.12.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then s/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then s/he asks the

students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.1, D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. S/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks s/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.1, D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). S/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). S/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D1.2, D1.6, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.6.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the

title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG.12.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “space organisations; plans and aspirations for the future” **(D3.6, V3.2, V11.1, V11.2, V12.3, LS2, LS5, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG.12.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what space organisations; plans and aspirations for the future mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about “space organisations; plans and aspirations for the future” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.2, V3.4, V11.1, V11.2, V12.3, V14.3, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG.12.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG.12.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “space organisations; plans and aspirations for the future” to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG.12.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to space organisations; plans and aspirations for the future in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.12.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.12.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on space organisations; plans and aspirations for the future for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V3.2, V11.1, V11.2, V12.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.12.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/ video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**SELS1.2, V12.3, LS1, CS3.1**).

ENG.12.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "space organisations; plans and aspirations for the future" through their writing tasks (**V3.2, V11.1, V11.2, V12.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school

by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. (**V3.4, V4.5, LS1, LS5**).

ENG.12.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.12.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "space organisations; plans and aspirations for the future" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V3.2, V11.1, V11.2, V12.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.12.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.12.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language

for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.12.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "life in the universe and the future with space organisations; plans and aspirations for the future" (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section "1.2. Principles for the Implementation of the English Language Curriculum".

ENG.12.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To write a paragraph about space exploration and aspirations for the future in English by using target vocabulary and target grammar.

Activity 1: Complete the Paragraph

The teacher prepares a partially written paragraph about space exploration and the future. Students work in groups of 3-4 for a collaborative activity. Each group brainstorms ideas to complete the paragraph using the target vocabulary, such as "space agency", "determined", and "to achieve success", providing a logical flow and creative contributions. After writing 4-5 sentences to complete the paragraph, one group member reads their work aloud to the class. The teacher and classmates provide constructive feedback, focusing on the effective use of target vocabulary, target grammar, and creativity. Students reflect on their thoughts and feelings about the activity.

Partially Written Paragraph: "Space exploration has always been a source of inspiration for humanity. International organisations work constantly on innovative missions to uncover the mysteries of the universe. While some problems occur, scientists and astronauts try to push the boundaries of what is possible. In the future, ...".

Supporting

Objective: To describe space organisations and aspirations for the future in English by using target vocabulary and target grammar.

Activity 1: Exploring Space and Dreaming Big

The teacher prepares a paragraph and explains the activity to the students. First, students read the paragraph carefully. While reading, they underline the words related to space organisations (e.g., space mission, satellite) and aspirations for the future (e.g., set goals, achieve success). Second, they find one

sentence in the paragraph that uses a modal verb in the past (e.g., could have stopped space research). After identifying it, write a simple explanation of its meaning. For example, this means they had the ability to stop research, but they didn't. Third, they write one sentence about their own goal for the future. They use expressions like "to achieve success" or "to set goals". For example, "I set goals to become a scientist in the future". Then the teacher listens and gives feedback on pronunciation and sentence correctness. Students reflect on their thoughts and feelings about the activity.

Activity Text: "... is a famous space agency that works on space missions and launches rockets to explore space. In the past, they could have stopped space research, but they didn't. Instead, they collected samples from space and used satellites to study the universe. Now, many people set goals to become astronauts and work on space stations. Some students are determined to achieve success and accomplish their dreams. If they make progress, their dreams of exploring space will come true one day".

TEACHER REFLECTIONS

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