T.C. MİLLÎ EĞİTİM BAKANLIĞI

SECONDARY EDUCATION

SECONDARY EDUCATION SCHOOLS WITH PREPARATORY YEARS

THE ENGLISH LANGUAGE CURRICULUM

(PREPARATORY YEAR & YEARS 9-10-11-12)

THE CENTURY OF TÜRKİYE EDUCATION MODEL

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TÜRKİYE CUMHURİYETİ MİLLÎ EĞİTİM BAKANLIĞI

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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 Year Prep and After Prep-Years 9, 10, 11, 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 and 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", "Situated 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.

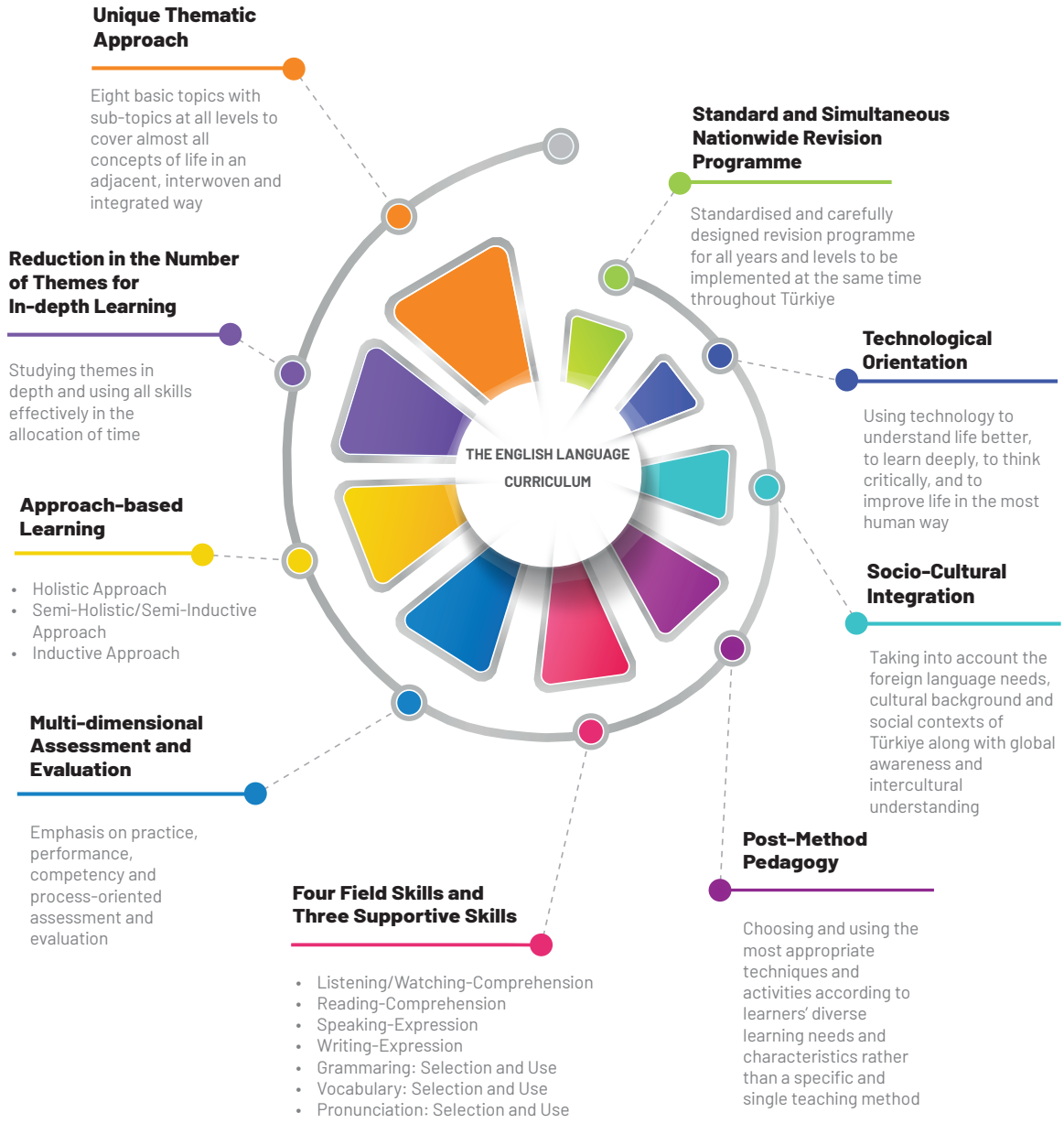
Through different forms and varieties of English, it can enable speaking communities by articulating speaking communities to express their own identities and can allow different individual and local voices to be heard in global communication contexts rather than dominating with its culture and nativeness through it 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 Year Prep and After Prep-Years 9, 10, 11, 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/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

PREP YEAR (LEVEL: A2+B1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	-School rules -Events and activities at school -School events -People, roles, and responsibilities at school -National days and celebrations	24	33	4.58
2. CLASSROOM LIFE	-Classroom rules and instructions -Roles, responsibilities and relationships in the classroom -Daily and study routines and learning activities in the classroom	24	33	4.58
3. PERSONAL LIFE	-Body parts and physical appearance -Clothing, dressing and fashion preferences -Personality and traits	24	33	4.58
4. FAMILY LIFE	-Family members -Routines of family members -Hobbies of family members -Relationships in the family	24	33	4.58
5. LIFE IN THE NEIGHBOURHOOD AND CITY	-Attractions and recreational places in the neighbourhood and city -Services in the neighbourhood and city -Transportation in the neighbourhood and city	24	33	4.58
6. LIFE IN THE WORLD	-Continents, countries and nationalities -Shopping for personal food preference -Food and food culture from different parts of the world	24	33	4.58

7. LIFE IN NATURE	-Daily activities in nature -Extreme weather conditions -Adventures in nature	24	33	4.58
8. LIFE IN THE UNIVERSE	-Planets and satellites in the solar system -Facts about planets -The Earth as a planet	24	33	4.58
9. SCHOOL LIFE & EDUCATION	-Different types of schools in the world -Extracurricular activities at school -Dealing with school anxiety	24	33	4.58
10. CLASSROOM LIFE AND LEARNING WITH TECHNOLOGY	-Technological classroom tools -Learning with technology -Future classrooms	24	33	4.58
11. PERSONAL LIFE AND WELL-BEING	-Body parts -Human illnesses and diseases -Human well-being and human nature -Well-being for the future	24	33	4.58
12. FAMILY LIFE AND THE FUTURE	-Family members' future aspirations -Family members' dreams -Family members' ambitions	24	33	4.58
13. LIFE IN THE NEIGHBOURHOOD AND CITY & SOCIAL LIFE	-Cultural and historical places in the neighbourhood and the city -Festivals and events in the neighbourhood and the city -Problems in the neighbourhood and the city	24	33	4.58
14. LIFE IN THE WORLD AND CULTURE	-Capitals of countries -Landmarks and famous places in capitals and cities -Cultural differences in different parts of the world	24	33	4.58
15. LIFE IN NATURE AND GLOBAL PROBLEMS	-Natural resources -Animals in nature and their habitats -Protecting natural resources and animals	24	33	4.58

16. LIFE IN THE UNIVERSE AND FUTURE	-Astronaut life on space stations -Space explorations -Life in the future	24	33	4.58
ORIENTATION		-	**40**	**5.56**
REVISION PROGRAMME		-	**80**	**11.11**
EVALUATION		-	**40**	**5.56**
SCHOLL-BASED PLANNING*		-	**32**	**4.44**
TOTAL		**384**	**720**	**100**

AFTER PREP-YEAR 9 (LEVEL: B2.1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-Comparing different school systems (local and international) -Comparing different education systems -School traditions, events, and celebration activities -National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	-Favourite school subjects -Favourite learning activities -Favourite study tools and innovations	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	-Personal well-being with physical health (body and illnesses) -Personal well-being with mental and emotional health -Personal well-being with social health	24	14	9.72
4. FAMILY LIFE & HOME	-Housing diversity in the world -Intergenerational issues and family problems on daily conflicts and sharing the same house -Relationships between the family and the community	24	14	9.72

5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	-City development and infrastructure -Urban and rural lifestyles -Future of cities	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	-Global cuisines, food habits and cultures -Cultural diversity and international sports, films and musical events -Impact of globalisation on everyday life	24	14	9.72
7. LIFE IN NATURE & GLOBAL PROBLEMS	-Natural disasters and their impact on nature -Natural disasters and their impact on humans -Impact of technology on global issues (AI, data, healthcare)	24	14	9.72
8. LIFE IN THE UNIVERSE & THE FUTURE	-Universal issues in the future -Search for habitable planets -Space and technology	24	14	9.72
ORIENTATION		-	**4**	**2.78**
REVISION PROGRAMME		-	**16**	**11.11**
EVALUATION		-	**6**	**4.17**
SCHOLL-BASED PLANNING*		-	**6**	**4.17**
TOTAL		**192**	**144**	**100**

AFTER PREP-YEAR 10 (LEVEL: B2.2)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-School problems and challenges for students in education -Role of parents in education -Purpose of education -National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	-Innovations in education and learning -Personal ways and strategies of learning -Study habits	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	-Planning life-time personal well-being -Personal choices and preferences for sports and extreme sports -Personal choices for films and film genres; music and music genres	24	14	9.72
4. FAMILY LIFE & HOME	-Designing and decorating family homes -Housing problems and family conflict -Family traditions and customs about food	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	-Lifestyles and culture on leisure activities in the neighbourhood and city -Urban trends and technology -Performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	-Media and popular culture, celebrities and influencers -Global influence of films, music and fashion on culture and lifestyles -Cross-cultural communication	24	14	9.72

7. LIFE IN NATURE & GLOBAL PROBLEMS	-Sustainable development (eco-friendly buildings, green technology) -Food security and famine -Climate change and its global impact; problems and solutions	24	14	9.72
8. LIFE IN THE UNIVERSE & THE FUTURE	-The development of space travel technologies (rockets, spacecrafts) -The concept of space tourism and its future -Science fiction and imagination	24	14	9.72
ORIENTATION		-	**4**	**2.78**
REVISION PROGRAMME		-	**16**	**11.11**
EVALUATION		-	**6**	**4.17**
SCHOLL-BASED PLANNING*		-	**6**	**4.17**
TOTAL		**192**	**144**	**100**

AFTER PREP-YEAR 11 (LEVEL: B2.3)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-Comparing traditional and modern education -Education challenges in today's world -Impact of technology on education -National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	-Importance of teamwork and collaboration -Global collaboration projects -Challenges for teamwork and collaboration	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	-Dietary practices and trends -The impact of social media on self-esteem and body image -Managing screen time and digital detox for personal well-being	24	14	9.72

4. FAMILY LIFE & HOME	-Family reunions -Collaborative and creative activities at home -Dealing with generation gap in families	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	-Life in smart cities and slow cities -Leisure activities in smart, slow, and other different cities -Challenges of planning life in the city for the future	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	-The impact of social media, celebrities, and influencers on cultural trends -Digital communication and interpersonal relationships -Folklore and myths as cultural heritage	24	14	9.72
7. LIFE IN NATURE & GLOBAL PROBLEMS	-Renewable energy in reducing the environmental damage -Sustainable agriculture and farming for the future of the world -Local knowledge and nature	24	14	9.72
8. LIFE IN THE UNIVERSE & THE FUTURE	-Predictions about technology and advancement in the next century -Robots today and the future with robots -Space as a source of inspiration for future generations	24	14	9.72
ORIENTATION		-	**4**	**2.78**
REVISION PROGRAMME		-	**16**	**11.11**
EVALUATION		-	**6**	**4.17**
SCHOLL-BASED PLANNING*		-	**6**	**4.17**
TOTAL		**192**	**144**	**100**

AFTER PREP- YEAR 12 (LEVEL: B2.4)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-Challenges to be successful (to succeed) -Graduation from school -Future plans after school -National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	-Digital and collaborative projects -Student-led class activities -Academic skills for learning	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	-Technology (AI) and its impact on daily life -Dealing with burnout and staying motivated	24	14	9.72
4. FAMILY LIFE & HOME	-Maintaining relationship with family members -Challenges of modern societies for families	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	-Architecture and design in cities -Volunteerism in social communities	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	-The influence of technology on cultural habits -The role of education in preserving culture	24	14	9.72
7. LIFE IN NATURE & GLOBAL PROBLEMS	-Natural disaster prevention, preparedness and balancing -Eco-systems -Eco-tourism and responsible travel	24	14	9.72
8. LIFE IN THE UNIVERSE & THE FUTURE	-Future myths and legends -Future of humanity	24	14	9.72
ORIENTATION		-	**4**	**2.78**
REVISION PROGRAMME		-	**16**	**11.11**
EVALUATION		-	**6**	**4.17**
SCHOLL-BASED PLANNING*		-	**6**	**4.17**
TOTAL		**192**	**144**	**100**

*The time allocated 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 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 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 PREPARATORY CLASS	23-27	19,5 cm X 27,5 cm
WORKBOOK ENGLISH PREPARATORY CLASS	9-13	19,5 cm X 27,5 cm
TEACHER'S BOOK ENGLISH PREPARATORY CLASS	26-30	19,5 cm X 27,5 cm
COURSE BOOK AFTER PREPARATORY CLASS 9-10-11-12	10-14	19,5 cm X 27,5 cm
WORKBOOK AFTER PREPARATORY CLASS 9-10-11-12	3-7	19,5 cm X 27,5 cm
TEACHER'S BOOK AFTER PREPARATORY CLASS 9-10-11-12	9-13	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.

Represents the name of the theme.

UPPER SECONDARY-PREP YEAR-LEVEL: A2
THEME 1: SCHOOL LIFE
Sub-themes: School rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations

Refers to the explanation of the knowledge and skills intended to be learned in the theme.

This theme is centred on the concept of "school life", and covers the sub-themes of "school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations".

CLASS HOURS 33

Indicates the duration of theme.

Refers to skills that are structured specifically for the discipline.

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

Refers to basic skills that are acquired and observed without requiring a complex process, and integrated and higher-order thinking skills that emerge as a product of mental activities while transforming abstract ideas and complex processes into action.

Refers to the mental patterns related to the use of the skills possessed in necessary situations in line with intention, sensitivity, willingness and evaluation.

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy

INTERCURRICULAR COMPONENTS

Refers to the social-emotional learning skills, values and literacy skills that are associated with the teaching-learning process.

Refers to the set of knowledge, skills and dispositions necessary to manage emotions, empathize, establish supportive relationships and develop a healthy self.

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

Refers to national and spiritual values along with human values.

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy

Refers to the skills that enable us to adapt to new situations, recognize change, and apply developing technological innovations in daily life.

Refers to the association of knowledge and skills from different interconnected disciplines.

INTERDISCIPLINARY RELATIONS Turkish Language and Literature, Maths, Physical Education and Sports, Visual Arts, Music

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

Refers to the field and conceptual skills that are not directly included in the learning outcomes but are included in the learning-teaching experiences by being associated with the skills included in the learning outcomes.

Year Prep 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

Course Code
Year
Number of Theme
Field Skill
Number of Learning Outcome

ENG.PREP.1.L1.Students can prepare and get ready for listening (to)/watching about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.*

CONTENT FRAME

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

SCHOOL LIFE

Sub-themes: "School life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations"

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

Generalisations/Principles/Key Concepts

Key Concepts

School rules, events at school, activities at school, school rules and activities, people at school, roles at school, responsibilities at school, roles and responsibilities at school, national days, celebrations, national days and celebrations.

LEARNING INDICATORS (Assessment and Evaluation)

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

PERFORMANCE ASSIGNMENT: They write and design a school drama play on the content of "school life with school rules, roles and responsibilities, activities and events at school" including target vocabulary, grammar, and social language expressions and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics.

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

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

This theme includes the concept of "school life with its components such as school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" and it is assumed that it could be present in almost all languages, with some exceptions.

Pre-Evaluation Process

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.

It is assumed that these students in the preparatory year of an upper secondary school are ready to learn the concept of "school rules, roles and responsibilities, activities and events at school" cognitively, affectively, and socially since it is appropriate to their age and language level.

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 "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.

Learning-Teaching Practices

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

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

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

DIFFERENTIATION

Expansion

Objective: To help students to improve speaking skills in English about life at school through the creation of a poster about their ideal school with active participation by using the target vocabulary.

Supporting

Objective: To identify and talk about school rules in English by using target vocabulary and target grammar.

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.

2. THE THEMES IN THE ENGLISH LANGUAGE CURRICULUM

PREP YEAR

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 1: SCHOOL LIFE

Sub-themes: School rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations

This theme is centred on the concept of "school life", and covers the sub-themes of "school rules, events, and activities at school; people, roles and responsibilities at 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 33

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, 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

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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.1.L1.Students can prepare and get ready for listening (to)/watching about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.L2. Students can bring together the information in the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.L3. Students can make sense of and derive meaning from the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.R1. Students can prepare for reading the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.R2. Students can bring information together about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.R3. Students can make sense of and derive meaning from the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.W1. Students can prepare for writing efficiently and accurately based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.W3. Students can construct new written content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.W4. Students can practise producing written content based on the current theme "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.W5. Students can engage in the process of writing related to the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.W6. Students can reconstruct their writing about the current theme on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.S2. Students can analyse and understand the model content related to "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.S4. Students can construct meaningful spoken content about "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.1.S5. Students can reconstruct the information about "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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

Sub-themes: "School rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for school rules:
Verbs: To be punctual, to be on/in time, to be respectful to others, to be kind/polite to everyone, to return books, not to skip the lessons (classes-AmE), to set (school rules), to respect, to follow the rules.
Vocabulary for people and roles at school:
Nouns: A coach (sports and/or drama), a caretaker /cleaner (custodian/janitor in AmE), a deputy head/ assistant to the headmaster/mistress (assistant principal-AmE), headteacher (principaL-AmE), a school council/a student council, counsellor (counselor-AmE), staff member, school secretary.
Vocabulary for responsibilities at school:
Verbs: To manage, to help with, to handle, to join (a club and/or a team), to coach, to take responsibility (for something), to encourage, to communicate (effectively), to participate (actively), to queue up (to line up-AmE), to keep your voice low, to return your tray, to pick up litter/rubbish (trash/garbage-AmE).
Vocabulary for routines and activities at school:
Verbs: To arrive (on time/at school), to have a lesson (class-AmE), to attend (lessons, meetings), to practise (sports, music), to participate in (lessons, competitions, clubs).
Vocabulary for places at school:
Nouns: A library, a corridor (hallway-AmE).

Adverbs of frequency: Always, often, usually, sometimes, occasionally, rarely, never.

***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:

-Imperatives: Expressing instructions for rules (Don't be late for class! Take care of school property! Don't shout in the corridors (hallways -AmE)! Keep the school clean and tidy! Be polite and respectful to others! Don't use mobile phones (cell phone-AmE) at school! Follow safety rules at school!)

***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 Present Tense (Positive, Negative, and Interrogative Forms): (She always arrives at school at 8 o'clock every day. We have an assembly every Monday. The bell rings at 9 o'clock in the morning every day) (We don't skip lessons.)(Do you have lunch at school?)
-Modals: Can/can't, must/mustn't, have to/has to, do not/does not have to
-Must (for obligation in present): (The caretaker must keep the school clean.)
-Mustn't (for prohibition): (You mustn't run at school.)
-Can't (for prohibition): (You can't enter the library now!)
-Have to/has to (for obligation in present time): (Positive, Negative, and Interrogative Forms)(I have to take responsibility for arriving at school on time.)(You don't have to leave school that early.)(Does she have to go?)
-Must vs have to/has to: (The teacher must be a good example for the students.)(The teacher has to prepare lesson plans.)
-Can (for permission): (Can I leave early today?)
-Can (for requests): (Can you pass the book, please?)

Functions of the Background Grammatical Structures in Use:

-Imperatives: Expressing instructions for rules.

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing peoples' roles and responsibilities; describing routines, activities and events at school.
-Use of modals:
Must: Describing personal and specific obligations on the part of the speaker.
Have to/has to: Describing general, external, and impersonal obligation that resulting from a fact or a rule.
Can: Describing permission and requests.

Target Social Language Expressions in Use:

Chill out!
Relax!
No pain, no gain!
This is not a big deal!
Don't bend the rules!

Target Phonological Sounds in Use:

Intonation of positive statements.
-Vowel: a:
-Vowel: a (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, a:/, /a/, /ɔ:/, /eə/)
-Consonants: b:
-Consonants: (/b/), silent /b/)
*(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 "school life with school rules, roles and responsibilities, activities and events at 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 the preparatory year of an upper secondary school may know what "school life with school rules, roles and responsibilities, activities and events at school" 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 rules, events at school, activities at school, school rules and activities, people at school, roles at school, responsibilities at school, roles and responsibilities at school, national days, celebrations, national days and celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: They write and design a school drama play on the content of "school life with school rules, roles and responsibilities, activities and events at school" including target vocabulary, grammar, and social language expressions and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "school life with its components such as school rules, events, and activities at school; people, roles and responsibilities at school; 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 the preparatory year of an upper secondary school may know school life with its components such as school rules, events, and activities at school; people, roles and responsibilities at school; 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 in the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "school life" in English from previous themes and/or years such as "an instructor, a teacher, a headmaster, to go to school and so on" and also some structures such as "I have to pass an English test. Students mustn't drop litter during school celebrations. The students decorate the hall for drama performance" 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 the preparatory year of an upper secondary school are ready to learn the concept of "school rules, roles and responsibilities, activities and events at school" 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 "school life with school rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at school; 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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, V16.3, V19.1, V19.2, LS1, LS4, LS5, LS6, 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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, V16.3, V19.1, V19.2, 4.5, LS2, LS4, LS5, LS6).**

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, V16.3, V19.1, V19.2, LS5, LS6).** 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.PREP.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, V16.3, V19.1, V19.2, LS1, LS2, LS4, LS5, LS6, 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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at 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, V16.3, V19.1, V19.2, LS5, LS6).**

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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at 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, V16.3, V19.1, V19.2, LS1, LS2, LS4, LS5, LS6).** 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 "school rules, events, and activities at school; people, roles and responsibilities at 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, V16.3, V19.1, V19.2, LS1, LS4, LS6).** 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 "school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, V16.3, V19.1, V19.2, LS2, LS4, LS5, LS6, 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 rules, events, and activities at school; people, roles and responsibilities at 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, V16.3, V19.1, V19.2, 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.PREP.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.PREP.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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" **(D3.6, V16.3, V19.1, V19.2, LS2, LS5, LS6, 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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at 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 "school rules, events, and activities at school; people, roles and responsibilities at 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, V3.4, V14.3, V16.3, V19.1, V19.2, 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.PREP.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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at 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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations in their later free writing tasks **(D3.6, SELS1.2, V3.2, V16.3, V19.1, V19.2, LS1, LS5, LS6).**

ENG.PREP.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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at 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, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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.PREP.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" through their writing tasks **(V14.3, V16.3, V19.1, V19.2, LS6, 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.PREP.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.PREP.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.PREP.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 rules, events, and activities at school; people, roles and responsibilities at 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 thespeaking model/example carefully **(V3.3, V16.3, V19.1, V19.2, LS1, LS6, 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.PREP.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.PREP.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.PREP.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 school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" **(V16.3, V19.1, V19.2, LS5, LS6, 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.PREP.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 help students to improve speaking skills in English about life at school through the creation of a poster about their ideal school with active participation by using the target vocabulary.
Objective: To create a poster about their ideal school with active participation in English by using the target vocabulary.

Activity 1: Design Your Ideal School

Students work in pairs or groups to create their "ideal school" and come up with at least five school rules, explaining each rule by using modal verbs, such as "Students mustn't shout in the corridors", or "Teachers have to start lessons on time". They brainstorm to make their rules clear and detailed. Students present their ideas using a poster or visual aid they create together and explain their rules to the class, answering questions such as "Why must students follow this rule?". The teacher and peers provide feedback on their clarity, fluency, and creativity, ensuring every student is engaged and contributes to the final product. Students reflect on their thoughts and feelings about the activity.
Objective: To help students talk about school life in English by using target social language expressions in real-life scenarios to improve their social language use in social situations, speaking fluency, and build confidence through active participation.

Activity 2: Activity Name: Role-Play Scenarios

The teacher writes school-related situations, such as forgetting homework or asking for permission to leave class, on pieces of paper and places them in a box. Students take turns to draw a situation from the box and act it out using expressions such as "Chill out!", "Can I leave early today?", or "No pain, no gain!". They actively create dialogues based on their scenario and present them to the class. After each role-play, the teacher and peers give feedback on the use of expressions, fluency, and engagement. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify and talk about school rules in English by using target vocabulary and target grammar.

Activity 1: Match and Talk

The teacher prepares cards with pictures of school rules(e.g., a clean classroom, a student raising their hand) and matching phrases such as "Keep the school tidy!" or "Raise your hand before speaking!". Students match the pictures with the correct phrases using either a printed worksheet or an interactive activity displayed on a smart board or created with web 2.0 tools. For classrooms without digital tools, laminated cards or paper cutouts can be used. After matching, students read the rules aloud to practice speaking. In pairs, they talk about the rules they follow at school by making sentences such as "I must arrive on time" or "I mustn't skip lessons". The teacher and peers provide feedback on accuracy, fluency, and active participation to make the activity engaging and effective. Students reflect on their thoughts and feelings about the activity.
Objective: To help students to describe school roles and responsibilities in English by using target vocabulary and to improve their speaking skills through active participation.

Activity 2: Who Does What?

The teacher prepares an activity with visuals representing school roles, such as a teacher and a cleaner, along with an information gap under each visual for their responsibilities, such as "teaches lessons or cleans classrooms". A word bank with the required words, such as "teaches, cleans, manages, helps", is provided at the top of the activity. Students actively fill in the blanks by using the correct words from the word bank (e.g., The teacher ___ lessons). After completing the gaps, they practise the sentences orally in pairs, using full sentences such as "The teacher teaches lessons", or "The cleaner cleans classrooms". The teacher and peers give feedback on their accuracy, fluency, and active participation to make the activity engaging and effective. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 2: CLASSROOM LIFE

Sub-themes: Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom

This theme is centred on the concept of "classroom life", and covers the sub-themes of "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.2.L1.Students can prepare and get ready for listening (to)/watching about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.L2. Students can bring together the information in the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.L3. Students can make sense of and derive meaning from the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.R1. Students can prepare for reading the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.R2. Students can bring information together about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.R3. Students can make sense of and derive meaning from the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom".

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.PREP.2.W3. Students can construct new written content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.W4. Students can practise producing written content based on the current theme "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.W5. Students can engage in the process of writing related to the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.W6. Students can reconstruct their writing about the current theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.S2. Students can analyse and understand the model content related to "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to support the production of spoken language.

b) *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.PREP.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.S4. Students can construct meaningful spoken content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.2.S5. Students can reconstruct the information about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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

Sub-themes:"Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for classroom rules and instructions: "Please listen carefully to the audio and answer the questions", "Please work in pairs and discuss the topic", "Please raise your hand to speak", "Please don't disturb others in class", Please be respectful to the teacher and your classmates, "Please follow the teacher's instructions", "Please pay attention to class activities.", "Please complete your homework on time", "Please respect everyone's opinions", "Please don't cheat on tests/exams", "Please hand in your homework in time", "Please complete your homework for tomorrow", "Please underline the new/key words in the text", "Please close your books and look at the board", "Please don't talk while your teacher/classmate is talking", "Please stay quiet".
Vocabulary for people and roles in the classroom:
Nouns: A classmate, a desk mate (seatmate-AmE), a monitor, a helper, a peer.
Vocabulary for roles and responsibilities in the classroom:
Students and classmates:
Verbs: To do/to complete homework (assignment-(AmE), to hand in homework (turn in-AmE), to work with (classmates/peers), to follow (rules, instructions), to do the exercises.
Teachers:
Verbs: To teach/to give lessons, to prepare (lesson plans), to check (students' work), to help (students), to keep (the class organised), to explain (A teacher explains the lesson to the class).
Vocabulary for relationships (in the classroom):
Verbs: To make friends, to feel empathy, to behave politely, to help (each other), to be friendly,to support (each other)(Students share ideas and work together).
Vocabulary for classroom and study routines in the classroom:
Verbs: To learn, to talk, to study, to communicate, to chat, to participate, to attend, to organise, to practise (to practice-AmE), to copy (notes), to solve (a problem).
Vocabulary for learning activities in the classroom:
Nouns: Games, competitions, discussions, activities, dialogues, act-outs. Adverbs of frequency: Normally, generally, regularly, monthly, daily, quietly.
Vocabulary for classroom objects:
Nouns: A blackboard, a desk, a noticeboard, a projector, a digital screen, a bookshelf printer, a supply box, a rubbish (garbage/trash-AmE) bin, a chair.

*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 Curriculum.

Background Grammatical Structures in Use:

- The Simple Present Tense (Positive, Negative, and Interrogative Forms): (We always arrive at school at 8 o'clock every day. We don't / do not always arrive at school at 8 o'clock every day. Do you always arrive at school at 8 o'clock every day?)

*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:

-Shall (for suggestion): (Shall we write this together?)
- There is/There are (Positive, Negative, and Interrogative Forms): (There is an assembly at school at 9 o'clock. There isn't / is not an assembly at school at 9 o'clock. Is there and assembly at 9 o'clock at school?) (There are a lot of students in the assembly). (There aren't any students in the assembly.)(Are there any students in the assembly?)
-Modals:
(Can/Can't): (Can we work together on this project?)(You can't start the new project.)
Must/Mustn't: (You must show respect to your teachers and friends.)(You mustn't disturb your classmates. They are studying now.)
-Imperatives: (Don't disturb others in class!)(Please help your friends!)

Functions of Background Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing responsibilities of different roles, daily routines and study routines (in a classroom).
-Use of Modals:
Must: Asking and answering for prohibitions.
Can/can't: Asking and answering for possibilities.
-Use of Imperatives: Giving instructions.

Functions of the Target Grammatical Structures in Use:

-Use of "There is/There are" (present): Describing rules.
-Use of "Shall": Asking for suggestions.

Target Social Language Expressions in Use:

Good job!
Thank you for your help!
I'm grateful for your assistance!
Keep up the good work!
What does it mean?
Excuse me, can I speak to you?

Target Phonological Sounds in Use:

Intonation of negative statements
Consonants: c, d
Consonants: 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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 the preparatory year of an upper secondary school may know what "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" 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 rules, classroom instructions, classroom rules and instructions, roles, responsibilities, relationships, roles in the classroom, responsibilities in the classroom, relationships in the classroom, daily routines, study routines, learning activities, daily routines in the classroom, study routines in the classroom, learning activities in the classroom.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students write and design "my ideal classroom with ideal activities" project. They will describe ideal roles, relationships, routines, and activities for an ideal class and classroom. They will write scripts for each role. In the class, they will act-out these roles. The assignment will be evaluated by using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "classroom life with its components such as classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 in the preparatory year of an upper secondary school may know classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "classroom life" in English from previous themes and/or years such as "an essay, a lecture, a task, and so on" and also some structures such as "Students present their essays. We can work together in this activity." 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 the preparatory year of an upper secondary school are ready to learn the concept of "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" 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 "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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, "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" **(V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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 with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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 with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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, V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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, V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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.PREP.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 with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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, D3.1, 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 "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 **(D3.1, 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 "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 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.PREP.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, 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.PREP.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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" **(D3.6, V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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, V3.4, V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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, V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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.PREP.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" through their writing tasks **(V1.1, V1.2, V3.2, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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.PREP.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.PREP.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 rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V1.1, V1.2, V3.2, V3.3, V3.4, V4.2, V4.3, V14.1, V16.2, V16.3, 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.PREP.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.PREP.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.PREP.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities 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.PREP.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 help students improve their writing skills in English by editing/correcting a poorly written classroom instructions guidebook by using the target vocabulary and functions accurately.

Objective: To write and correct classroom rules and instructions in English by using the target vocabulary and target grammar.

Activity 1: Fix the "Classroom Instructions Guidebook"

Students work in groups to correct/edit and improve a poorly written "Classroom Instructions Guidebook", including unclear rules or incorrect grammar (e.g., "No speak when teacher teaching", "Do your homework always!"). Without a word bank, students use their knowledge and creativity to rewrite the guidebook with accurate vocabulary and grammar including imperatives, modals (can, shall), and adverbs of frequency. Groups aim to produce clear and well-structured rules such as "Don't talk while your teacher is talking", or "Always complete your homework on time". The group that correctly and quickly completes the task wins. Finally, each group presents their revised Guidebook to the class, explaining their changes, and the teacher provides constructive and encouraging feedback. Students reflect on their thoughts and feelings about the activity.

Objective: To improve students' writing and communication skills in English by creating and performing a short drama about classroom life, using target vocabulary for rules, roles, routines, and target grammar.

Objective: To create and perform a short drama about classroom rules, roles, routines in English by using target vocabulary and target grammar.

Activity 2: Create a Classroom Drama Script

Students work in small groups to create a short drama script based on a classroom scenario, such as "A new student joins the class and learns the rules", or "Students work together to complete a group project". The script must include imperatives (e.g., "Follow the teacher's instructions!"), social language expressions (e.g., "Thank you for your help!"), and modals (e.g., "Can we work together on this project?", "Shall we ask the teacher for help?"). After writing, groups perform their drama, paying special attention to accurate language use and pronunciation. In the end, the teacher and classmates provide constructive feedback on language use, creativity, and performance. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To improve students' communication skills in English on "classroom rules and instructions", by using the target vocabulary through group collaboration and friendly competition.

Objective: To describe classroom rules and instructions in English by using the target vocabulary and target grammar.

Activity 1: Classroom Rules Miming

The teacher prepares cards with visuals representing classroom rules (e.g., a picture of a raised hand for "Raise your hand to speak!"). Students work in groups. In groups, one student selects a card, keeps it hidden, and acts out the rule shown on the visual without speaking. The group has a set time limit (e.g., 1 minute) to guess the rule and form a correct sentence about it (e.g., "We must raise our hands to speak in class"). Correct guesses and accurate sentences earn points for the group. The activity continues in turns, and the group with the highest points in the end becomes the winner, promoting active engagement and teamwork. Students reflect on their thoughts and feelings about the activity.

Objective: To improve students' communication skills in English on "classroom rules and instructions", through interactive and collaborative activities.

Objective: To describe and talk about classroom rules and instructions in English by using the target vocabulary and target grammar.

Activity 2: Visual Rules and Roles Matching

The teacher creates cards that visually represent classroom rules and roles, such as raising a hand to speak or pointing to the board to explain a lesson. The teacher also creates text cards with simple English descriptions of the rules and roles. Students work in pairs or small groups to match the visual cards with their corresponding text cards. For a digital option, the teacher can use a web 2.0 tool, where students drag and drop virtual visuals to their matching text descriptions. Once matched, each group reads the rule or role aloud and explains it in a full sentence, such as "This rule means we must raise our hands before speaking", or "The teacher explains the lesson clearly to the students". At the end of the activity, both the teacher and classmates provide constructive feedback on the accuracy and clarity of the group's explanations. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 3: PERSONAL LIFE

Sub-themes: Body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits

This theme is centred on the concept of "personal life", and covers the sub-themes of "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.3.L1.Students can prepare and get ready for listening (to)/watching about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.L2. Students can bring together the information in the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.L3. Students can make sense of and derive meaning from the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.R1. Students can prepare for reading the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.R2. Students can bring information together about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.R3. Students can make sense of and derive meaning from the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits", 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.PREP.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.W3. Students can construct new written content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.W4. Students can practise producing written content based on the current theme "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.W5. Students can engage in the process of writing related to the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.W6. Students can reconstruct their writing about the current theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or with others.

c) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*

d) *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.*

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

ENG.PREP.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.S2. Students can analyse and understand the model content related to "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits".

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.PREP.3.S4. Students can construct meaningful spoken content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.3.S5. Students can reconstruct the information about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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

Sub-themes: "'Body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for physical features:
Vocabulary for body parts: Nouns: A shoulder, an elbow, a wrist, an ankle, a chest, a knee, a forehead, an eyebrow, a leg, hair, a face, an arm, eyes.
Vocabulary for body weight: Nouns: Medium-weight, (body) size. Adjectives: well-built, slim.
Vocabulary for body height: Adjective: Medium-height.
Vocabulary for hair colour/shape: Adjectives: Dark, straight, bald, blonde, wavy, curly.
Vocabulary for skin colour: Adjectives: Fair skinned, tan skinned, pale skinned.

Vocabulary for age: Adjectives: Middle-aged, elderly.
Vocabulary for physical appearance: Adjectives: attractive, enormous, weak, strong.
Vocabulary for personality: Adjectives: Active, careful, clever, creative, helpful, intelligent, polite, lovely, serious, lazy, nervous, rude, pleased, stubborn, bossy, confident, clumsy, brave, generous, unhappy, worried, graceful, boring, cheerful, talented, scary. About performance: excellent, successful.
Vocabulary for clothing and dressing: Nouns: A suit, a tracksuit (sweatpants and sweatshirt-AmE), a blouse, a coat, a dress, a jacket, jeans, a jumper (sweater-AmE), a skirt, a cardigan, smart, casual, a headscarf, socks, trainers, (sneakers-AmE), belt, slippers, trousers (pants-AmE).
Vocabulary for clothing style: Adjectives: smart, casual.
Vocabulary for describing appearance: Verbs: To look (like), to seem, to put on, to take off, to zip up/down, to fit, to match, to go with (a cloth...)

***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 Curriculum.

Background Grammatical Structures in Use:

-The Simple Present Tense (Positive, Negative, and Interrogative Forms): (I go to the park at the weekend. I don't / do not go to the park at the weekend. Do you go to the park at the weekend?)

***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 Present Tense (Positive, Negative, and Interrogative Forms): (I always wear my school uniform on weekdays. I don't/ do not wear my school uniform on weekdays. Do you wear your school uniform on weekdays?) (What does s/he look like? S/He looks very nice). (What kind of person is s/he? S/He is a polite person. / What's s/he like? S/He's a very helpful person.)
-The Present Progressive Tense (Positive, Negative, and Interrogative Forms): (What are you wearing now? I'm / am wearing a blouse, trousers and a belt. I'm not/ am not wearing a belt now. Are you wearing a belt now?)
-The Simple Present Tense versus the Present Progressive Tense: (Positive, Negative, and Interrogative Forms): (I always wear my school uniform on weekdays but I'm / am not wearing it today because we're / are going on a picnic.) (We visit our grandparents every weekend. We're / are visiting them today because it's Grandma's birthday.)
-Possessive "s": (That is Mary's house.)
-Possessive Pronouns: (my, your, her, his, its, our, your, their.)
-Wh- question: Whose...? (Whose blouse, is it? It's Mary's blouse.)

-Question Tags for the Simple Present Tense: (Doesn't s/he? Don't you?)(You go to the school every day, don't you?)
-Question tags for the Present Progressive Tense: (Isn't it? Are you? Aren't they? etc.). (It's / is a nice day, isn't it?)(You're /are wearing a uniform today, aren't you?)

Functions of the Background Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing daily routines and habits.

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing people's appearances, personality, traits, and routines
-Use of the Present Progressive Tense: Describing current appearances, situations, and temporary actions.
-Use of "Wh-Questions": Whose? Possessive "s": Asking about ownership and relations.
-Use of Question Tags: Confirming information, encouraging agreement, softening statements.

Target Social Language Expressions in Use:

A heart of gold!
She's very down- to-Earth!
He's easy to get along with!
You look amazing!
That colour/outfit/dress suits you well!
This is just a casual look!

Target Phonological Sounds in Use:

Intonation of questions
Vowel: e: (/e/; /i:/, /ə/, silent /e/)
*(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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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 the preparatory year of an upper secondary school may know what "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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

Body parts, physical appearance, clothing, dressing, fashion, preferences, clothing preferences, dressing preferences, fashion preferences, personality, traits.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: They write and design "a fact file" for one of their classmates after conducting an interview with him/her outside the classroom in break times. They will include information about physical features and personal traits to describe the classmate in question. They will present it to the class and ask the other students to guess whose fact file it is. In the class, the students whose fact files are presented will introduce the presenters by giving details about their physical features and personal traits. Then all students will prepare wanted posters for each other based on the information in the fact files. The assignment will be evaluated by using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "personal life with its components such as body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "personal life" in English from previous themes and/or years such as "a smartphone, a need, worried and so on" and also some structures such as "He accepts the need for an online survey, doesn't he? He looks handsome." 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 the preparatory year of an upper secondary school are ready to learn the concept of "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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 "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.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", 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" to prepare themselves to work on guessing the topic of the current theme, "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" **(V10.1, V10.2, V14.1, 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.PREP.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 with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V10.1, V10.2, V14.1, 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.PREP.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 with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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, V10.1, V10.2, V14.1, 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 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, V10.2, V14.1, 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.PREP.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.PREP.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 with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". 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.PREP.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: body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits **(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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.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, 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.PREP.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.PREP.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: "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" **(D3.6, V10.1, V10.2, V14.1, 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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits 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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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, V10.1, V10.2, V14.1, 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.PREP.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.PREP.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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" 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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.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.PREP.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 body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits 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, V10.2, V14.1, V14.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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.PREP.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" through their writing tasks **(V10.1, V10.2, V14.1, 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.PREP.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.PREP.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.PREP.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 "body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V10.1, V10.2, V14.1, 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.PREP.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.PREP.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.PREP.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" **(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.PREP.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 help students improve their writing, speaking, and collaborative skills to use the language for physical appearance, personality traits, and clothing in English through a creative magazine project by using the target vocabulary.

Activity 1: Fashion Magazine Editor

Students work in pairs to create a fashion magazine cover featuring a celebrity of their choice. They include the celebrity's visual and write a short paragraph describing their physical appearance, personality traits, what they are wearing in the picture, and their general fashion style. For example: "She is tall and has wavy hair. She is wearing a stylish red dress and nice shoes. She looks brilliant and creative. She usually prefers chic and modern clothes". Students can use a web 2.0 tool to design the magazine cover or create it on paper. Each pair presents their work to the class, receiving feedback from the teacher and peers on their descriptions and presentation. Finally, the teacher and peers celebrate their creativity and effort by displaying the completed covers on the classroom note board. Students reflect on their thoughts and feelings about the activity.

Objective: To help students improve their listening, speaking, and teamwork skills to use the language related to physical features, clothing, and emotions in English in a collaborative drawing activity by using the target vocabulary.

Activity 2: Draw What You Hear

Students work in small groups, and one student in each group is designated as the "painter". The teacher provides each group with a different visual depicting a person's physical features, clothing, and facial expressions (emotions). The group members describe the image to their painter, focusing on details like

height, hair colour, clothing, and emotions, without showing the picture.
The painter listens carefully and draws based on the descriptions, ensuring they do not see the original image until the end. The activity has a time limit, adding an element of urgency and excitement. Once the time is up, the painter reveals their drawing at the same time as the group reveals the original image. They talk about how much it matches their descriptions. If the drawing closely matches the original, the group earns points. The group with the most accurate drawings wins the game. The teacher provides feedback on the accuracy of descriptions, teamwork, and use of vocabulary. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students improve their communication skills to talk about "physical characteristics, personality traits, and clothing" in English through interactive and collaborative activities by using the target vocabulary.

Activity 1: Describe and Match

The teacher creates visuals that represent different physical characteristics, such as a tall man with curly hair or a short woman with straight hair. The teacher also prepares text cards with simple English descriptions of these features, such as "He is tall and has curly hair". For a digital option, the teacher can use a web 2.0 tool, where students drag and drop visuals to their matching text descriptions. Students work in pairs or small groups to match the visual cards with their corresponding text cards. For example, after matching, each group reads a description aloud and explains it in a full sentence, such as, "This person is tall and has curly hair". Digital participants receive instant feedback from the tool, while students working with printed cards discuss and justify their answers collaboratively. At the end of the activity, both the teacher and classmates provide constructive feedback on the accuracy and clarity of the group's matches and explanations. This ensures active engagement and inclusivity for all students. Students reflect on their thoughts and feelings about the activity.

Objective: To help students improve their reading and speaking skills in English to use the language related to clothes through matching and reading activities by using the target vocabulary.

Activity 2: Match and Read

The teacher prepares visual cards showing people dressed in different clothes (e.g., jeans and a T-shirt, a suit, and a tie) along with simple reading passages describing each person's clothes. Students cut out the visual cards and match them with the corresponding reading text by sticking them onto a worksheet. Once the matching is complete, students take turns reading the passages aloud to the class, practicing pronunciation and fluency. The teacher provides constructive feedback, focusing on the correct use of target grammar and clothes-related vocabulary. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 4: FAMILY LIFE

Sub-themes: Family members, routines of family members, hobbies of family members, relationships in the family

This theme is centred on the concept of "family life", and covers the sub-themes of "Family members, routines of family members, hobbies of family members, relationships in the family". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.4.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.L2. Students can bring together the information in the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.L3. Students can make sense of and derive meaning from the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.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, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.R1. Students can prepare for reading the content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.R2. Students can bring information together about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.R3. Students can make sense of and derive meaning from the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.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, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, routines of family members, hobbies of family members, relationships in the family", 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.PREP.4.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.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, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.W3. Students can construct new written content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.W4. Students can practise producing written content based on the current theme "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.W5. Students can engage in the process of writing related to the content on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.W6. Students can reconstruct their writing about the current theme on "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.S2. Students can analyse and understand the model content related to "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members, routines of family members, hobbies of family members, relationships in the family".

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.PREP.4.S4. Students can construct meaningful spoken content about "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.4.S5. Students can reconstruct the information about "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, routines of family members, hobbies of family members, relationships in the family" 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, routines of family members, hobbies of family members, relationships in the family"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family members:
Nouns: A relative, a sibling, a nephew, a niece, a stepbrother, a stepfather, a stepsister, a stepmother, stepparents, step-siblings, in-laws, father-in-law/mother-in-law/sister-in-law/brother-in-law. Adjectives: extended
Vocabulary for the jobs of family members:
Nouns: A builder, a businessman/ woman, a chemist, a cleaner, a coach, a cook, a dentist, an engineer, an explorer, a tour guide, a journalist, a manager, a mechanic, a musician, a nurse, a painter, a police officer, a receptionist, a shop assistant, a civil engineer, an actor, an actress.
Vocabulary for the Job routines of family members:
Verbs: To act, to build, to run a business, to direct, to test, to train, to design, to explore, to guide, to report, to manage, to take care (of), to repair/fix, to protect, to meet, to water the plants, take out the rubbish (garbage/trash-AmE), to do the laundry, to make the bed, to set the table, to fit, to match, to go with. Nouns: a routine, a task, a meeting.
Vocabulary for workplaces of family members:
Nouns: an office, a factory, a company.
Vocabulary for the hobbies and activities of family members:

Vocabulary for activities, hobbies, and places for activities:
Nouns: A barbecue, a trip, a cruise, a concert, a festival, a museum, a cinema (movie theater-AmE), a campsite, a tent, a gift, a bicycle, a bike, a magazine, a member, a painting, a puzzle, a quiz, a video game.
Verbs: To cycle, to collect, to exercise, to join, to relax, to take photos, to travel, to visit, to sunbathe, to exchange.

***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 Curriculum.

Background Grammatical Structures in Use:

-Can: (My grandmother can cook amazing meals.)
-The Simple Present Tense: (We have dinner together every evening.)
-The Present Progressive Tense: (My brother is watching TV in the living room.)
-Question Tags (Simple Present and Present Progressive): (They go to the beach every Sunday, don't they?)

***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, and Interrogative Forms): (I think my aunt will visit us tomorrow. I think my aunt won't / will not visit me tomorrow. Will your aunt visit you tomorrow?)
-The Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (Our family meeting starts at 7 p.m. every Sunday. Our family meeting doesn't / does not start at 7 p.m. every Saturday. Does your family meeting start at 7 p.m. every Sunday?)
-Be Going to Future Tense (Positive, Negative, and Interrogative Forms): (We're / are going to visit my grandparents next weekend. We're not / are not going to visit my grandparents next weekend. Are you going to visit your grandparents next weekend?)
-The Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (We're / are having a family dinner on Friday night. We're not / are not having a family dinner on Friday night. Are you having a family dinner on Friday night?)

Functions of the Background Grammatical Structures in Use:

-Use of "Can": Describing ability
-Use of the Simple Present Tense: Describing daily routines, job routines, work tasks, and hobbies of family members.
-Use of the Present Progressive Tense: Describing what family members are doing at home and at work now.

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Future Tense: Making predictions, expressing plans or intention, asking about future actions.
-Use of the Simple Present Tense for the Future: Talking about scheduled or timetabled events in the future.
-Use of "Be Going to Future" Tense: Describing planned actions or making predictions based on evidence.
-Use of the Present Progressive Tense for the Future: Describing arranged future activities and routines.

Target Social Language Expressions in Use:

My Granddad is the heart of the family.
We always catch up with our relatives during the holidays!
My sister is into music.
I'm super close to my mum/dad/sister/brother etc.
My mum is a bookworm.

Target Phonological Sounds in Use:

Consonants: f: (/f/); g: (/g/, /dʒ/)
*(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 members, routines of family members, hobbies of family members, relationships in the family" 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 the preparatory year of an upper secondary school may know what "family members, routines of family members, hobbies of family members, relationships in the family" 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 members, routines, routines of family members, hobbies, hobbies of family members, relationships, relationships in the family.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will write and design a comprehensive project on "family members, routines of family members, hobbies of family members, relationships in the family" exploring the roles, routines, hobbies, and relationships within a family. They will describe the daily routines and hobbies of family members, highlighting the roles each person plays in maintaining relationships, supporting each other's interests, and balancing work and leisure. The project will also examine how family members interact with relatives, how they support one another's activities, and the importance of maintaining healthy relationships within the family structure. As part of the project, students will write scripts for each family role, showcasing how family members contribute to family life, share hobbies, and engage in routines. These scripts will creatively illustrate how family members support and connect with one another in their day-to-day lives. The students will reflect on the relationships that tie the family together, emphasizing the significance of communication, shared activities, and mutual support in building and maintaining strong family bonds. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "family life with its components such as family members, routines of family members, hobbies of family members, relationships in the family" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what family members, routines of family members, hobbies of family members, relationships in the family 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "family life" in English from previous themes and/or years such as "a relationship, to communicate, divorced and so on" and also some structures such as "Ali is taller than Ahmet. Ali is the tallest in the class. My brother goes to school at 8 o'clock." 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 the preparatory year of an upper secondary school are ready to learn the concept of "family members, routines of family members, hobbies of family members, relationships in the family" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a 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 "family life with family members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, V3.4, LS1, LS2, LS4).** They remember what they already know about "family life" to prepare themselves to work on guessing the topic of the current theme, "family life with family members, routines of family members, hobbies of family members, relationships in the family" **(V2.1, V2.2, V2.3, V8.3, 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.PREP.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 with family members, routines of family members, hobbies of family members, relationships in the family" 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, V8.3, 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.PREP.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 with family members, routines of family members, hobbies of family members, relationships in the family" 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, V8.3, 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 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, V2.1, V2.2, V2.3, V8.3, V15.1, 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.PREP.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.PREP.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 with family members, routines of family members, hobbies of family members, relationships in the family". 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.PREP.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, routines of family members, hobbies of family members, relationships in the family **(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 "family members, routines of family members, hobbies of family members, relationships in the family" 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 "family members,

routines of family members, hobbies of family members, relationships in the family" 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 members, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, 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.PREP.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.PREP.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, routines of family members, hobbies of family members, relationships in the family" **(D3.6, V2.1, V2.2, V2.3, V8.3, 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.PREP.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, routines of family members, hobbies of family members, relationships in the family 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, routines of family members, hobbies of family members, relationships in the family" 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, V3,4, V8.3, 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.PREP.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.PREP.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, routines of family members, hobbies of family members, relationships in the family" 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.PREP.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, routines of family members, hobbies of family members, relationships in the family in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.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.PREP.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, routines of family members, hobbies of family members, relationships in the family 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, V8.3, V15.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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.PREP.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "family members, routines of family members, hobbies of family members, relationships in the family" through their writing tasks **(V2.1, V2.2, V2.3, V8.3, 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.PREP.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.PREP.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.PREP.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, routines of family members, hobbies of family members, relationships in the family" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V2.1, V2.2, V2.3, V3.3, V8.3, 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.PREP.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.PREP.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.PREP.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "family life with family members, routines of family members, hobbies of family members, relationships in the family" **(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.PREP.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 understand, identify, and use target vocabulary about family members, their jobs, routines, and hobbies in English through a listening activity.

Activity 1: Listening for Family Roles and Activities

The teacher explains to the class that they will do a listening activity about family roles, routines, and hobbies. During the first listening, students focus on understanding the main ideas (e.g., "My sister likes painting in her free time, while my brother enjoys cycling"). After the first listening, the teacher provides each student with a worksheet containing visuals (e.g., a person painting, someone cycling, a person working at a desk). The visuals have no text. During the second listening, students write down the activities or routines they hear under the appropriate visual (e.g., "painting" under a person with a paintbrush). During the third listening, students review and correct their answers. Afterwards, students share their answers with the class. The teacher provides constructive feedback by praising correct matches (e.g., "Great job, you correctly identified the hobbies!"). Students reflect on their thoughts and feelings about the activity

Objective: To understand and talk about family members' jobs, routines, and hobbies in English through reading activity by using target vocabulary.

Activity 2: Family Member Puzzle Reading

Students are divided into groups of four, with each student receiving a different part of a short reading passage about a fictional family (e.g., "Mr. Smith works as a mechanic and enjoys fixing things at home. Mrs. Smith is a teacher who loves gardening in her free time. Emily, their daughter, is an artistic student who loves painting, while Jake, her brother, prefers playing football". Each section includes questions such as "What is Mr. Smith's job?", "What does Jake enjoy doing?". Students answer their questions, then ask each other about the missing information to complete the full family profile. Afterward, groups present their findings to

the class, and the teacher provides feedback on grammar, vocabulary, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students use target vocabulary related to family members and their routines while improving writing and speaking skills.

Objective: To identify and talk about family members and their routines in English by using the target vocabulary.

Activity 1: Choose the Correct Word

The teacher provides a worksheet with pictures depicting family-related activities and members (e.g., siblings playing, grandparents gardening, a mother cooking) along with a word bank containing words like siblings, grandparents, mother, gardening, cooking, relaxing, drawing, and painting. Students examine the pictures and write the correct word under each image (e.g., for grandparents gardening, write "grandparents gardening"). Once completed, the teacher points to each picture, asks, "Who is this, and what are they doing?" and encourages students to respond in full sentences, such as "These are grandparents, and they are gardening", while providing feedback on pronunciation and accuracy. Students reflect on their thoughts and feelings about the activity.

Objective: To help students describe and compare family members' routines and hobbies using visuals and target vocabulary.

Activity 2: Fill in the Blanks (Interactive with Visuals)

The teacher presents an interactive activity with pictures of family members performing tasks (e.g., cooking, gardening, teaching). Each question shows a visual with an incomplete sentence and multiple-choice options for students to select the correct word. For example, a picture of a mother cooking is paired with the sentence, "My mother is a cook. She _____ delicious meals every day", with choices like "cooks, teaches, and grows". For comparisons, side-by-side visuals, such as a father farming and a mother teaching, are provided with sentences like "My father _____ vegetables, but my mother _____ lessons", followed by a comparative statement: "My father's job is _____, but my mother's job is _____,",with options like "harder/easier" or "more rewarding/less tiring". After completing the activity, students share their answers orally, forming sentences such as "My father's job is harder than my mother's job, but my mother's job is more rewarding than my father's job". The teacher provides feedback on grammar, vocabulary, and pronunciation, reinforcing the use of comparative adjectives and target verbs. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 5: LIFE IN THE NEIGHBOURHOOD AND CITY

Sub-themes: Attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city

This theme is centred on the concept of "life in the neighbourhood and city", and covers the sub-themes of "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.5.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.L2. Students can bring together the information in the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.R1. Students can prepare for reading the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.R2. Students can bring information together about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W3. Students can construct new written content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.S5. Students can reconstruct the information about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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 AND CITY

Sub-themes: "Attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for attractions in the neighbourhood and city:
Nouns: A bridge, a castle, a gallery, a hill, a monument, a square, a shop (store-AmE), a tower, an ancient/historical site, an exhibition, an ancient/historical site, a natural site, a shore, a protected area. Adjectives:

Foreign, amazing, exciting, local, relaxing, affordable, geological. Verbs: To discover, to explore, to relax.
Vocabulary for services in the neighbourhood and city:
Nouns: A car park (parking lot-AmE), a delivery service, a shopping centre (department store) (a shopping mall-AmE), a fire station (fire department-AmE), a government office, a launderette (laundry-AmE), a water supply, a bakery, a crafts shop (craft store-AmE), a government office, a campsite, an advertisement (commercial-AmE), a crime, an event, rubbish (garbage/trash-AmE), safety, a pedestrian crossing/a zebra crossing) crosswalk-AmE), the Tube (London Underground) underground (subway-AmE), a ship, a harbour, a pedestrian, a roundabout, a square. Verbs: To access, to book, to deliver, to collect, to cost, to share. Adjectives: Available, limited, noisy.
Vocabulary for transportation in the neighbourhood and city:
Nouns: An accident, a boat, a bus, a ferry. Prepositional phrases for transportation: On foot, by train/metro. Verbs: To cross, to pass, to return. Adjectives: Comfortable, crowded.
Vocabulary for locations and directions: Prepositions: Behind, beside, near, next to, between, across, through, along, around, centre, inside, outside, narrow, close, far.

***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 Curriculum.

Background Grammatical Structures in Use:

-Wh- questions: "why, where": (Where did you go last weekend?)

***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 Past Tense with Verb "To be (was/were) (Positive, Negative, and Interrogative Forms): (She was at school yesterday. She wasn't at school yesterday. Was she at school yesterday?) (They were at school last Monday. They weren't / were not at school last Monday. Were they at school last Monday?)
-The Simple Past Tense with Regular and Irregular Verbs (Affirmative, Negative, and Interrogative): (I met my old friend at school yesterday. I didn't / did not meet my friends at school yesterday. Did you meet your friends at school yesterday?) (We played football at school yesterday. We didn't / did not play football at school yesterday.)
-Comparative Adjectives: (The park is quieter than the main square. The museum is more interesting than the shopping centre.)
-Conjunction "When": (I met with my best friend when I was at school.)
-Question Tags with the Simple Past Tense": (Did you, didn't you, were you, weren't you, was she, wasn't she) (They didn't leave early, did they?)

-Gerunds and Infinitives" "-ing, to verb": (She plans to go shopping.)(I like going shopping with my friends.)
-Prepositions of Place and Time: behind, among, beside, near, next to, between, across, into, through, onto, along, around, back, centre, inside, outside, wide, narrow, far, close.
-Prepositional phrases such as "on foot" etc.

Functions of the Background Grammatical Structures in Use:

-Use of -Wh- questions: "why, where": Asking for reasons, places, or further information.

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Past Tense with – to be (was/were): Describing where someone was or how someone felt in the past (past states).
-Use of the Simple Past Tense with Regular and Irregular Verbs: Talking about actions or events that happened and finished in the past.
-Use of Comparative Adjectives: Comparing differences between two people, places, things, or ideas and showing how one thing differs from another in terms of a quality or characteristic.

Target Social Language Expressions in Use:

We're on the go!
Mind the gap!
A smooth ride!
We're in good hands!
It's a stone's throw away!
Let's hit the town!
That's just around the corner!

Target Phonological Sounds in Use:

Intonation of question tags (past).
Vowel: i (/aɪ/, /ɪ/, /i:/)
*(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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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 the preparatory year of an upper secondary school may know what "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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

Attractions in the neighbourhood, attractions in the city, recreational places in the neighbourhood, recreational places in the city, attractions and recreational places in the neighbourhood and city, services in the neighbourhood, services in the city, services in the neighbourhood and city, transportation in the neighbourhood, transportation in the city, transportation in the neighbourhood and city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will create a comprehensive project about the attractions, recreational places, services, and transport in their neighbourhood and city. The project will include identifying key attractions such as parks, historical sites, museums, or shopping areas, and describing

how these places contribute to the lifestyle of the community. Additionally, students will explore the essential services in their area, such as schools, hospitals, libraries, and community centres, and explain their significance in meeting the needs of residents. Transportation will also be a focus, with students checking the available options, including public transport, walking and cycling routes, and road networks, and discussing simply and talking about them. Students will design a visual presentation to accompany their project, such as a map or infographic, highlighting the locations of attractions, services, and transportation routes. They are encouraged to add photos, drawings, or symbols to make their work more engaging. Alongside the visual component, students will simply write a reflection on how these aspects contribute to making their neighbourhood and city liveable, discussing any challenges they observe, such as traffic or limited services, and proposing solutions for improvement. Finally, students will present their projects to the class, using their visuals to support a clear and engaging explanation. The assignment will be evaluated by using rubrics and a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the neighbourhood and city with its components such as attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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 in the preparatory year of an upper secondary school may know what attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "life in the neighbourhood and city" in English from previous themes and/or years such as "a bus, a car, a guide, to travel, to go, to see and so on" and also some structures such as "It was beautiful, wasn't it. I was there last year." 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 the preparatory year of an upper secondary school are ready to learn the concept of "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a paper map or a digital map, a large picture of sightseeing places 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 map 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 "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.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 and city", 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 and city" to prepare themselves to work on guessing the topic of the current theme, "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" **(V5.1, V5.2, V14.3, V16.2, V17.1,**

LS1, LS3, 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.PREP.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 and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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, V14.3, V16.2, V17.1, 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.PREP.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 and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and 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, V5.1, V5.2, V14.3, V16.2, V17.1, 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, V5.1, V5.2, V14.3, V16.2, V17.1, 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.PREP.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.PREP.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 neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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).**

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.PREP.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: attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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, D3.1, 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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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).** 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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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, 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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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, 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 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.PREP.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, 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.PREP.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.PREP.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: "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" **(D3.6, V5.1, V5.2, V14.3, V16.2, V17.1, 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.PREP.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 attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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, V14.3, V16.2, V17.1, 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.PREP.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.PREP.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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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.PREP.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 attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1, LS3).**

ENG.PREP.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.PREP.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 attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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, V14.3, V16.2, V17.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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.PREP.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" through their writing tasks **(V5.1, V5.2, V14.3, V16.2, V17.1, 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.PREP.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.PREP.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.PREP.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 "attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, 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 thespeaking model/example carefully **(V3.3, V5.1, V5.2, V14.3, V16.2, V17.1, 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.PREP.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.PREP.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.PREP.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 and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" **(V4.5, LS3, LS5, CS2.13, 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.PREP.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 help students to talk about attractions, services, and transportation in the neighbourhood and city in English through an interactive and discussion-based activity by using the target vocabulary.

Objective: To talk about attractions, services, and transportation in the neighbourhood and city in English through a discussion-based activity by using the target vocabulary.

Activity 1: Neighbourhood and City Debate

The teacher divides students into small groups and gives each group a set of vocabulary cards related to attractions, services, and transportation (e.g., gallery, embassy). Each group must select one item from each category (e.g., an attraction, a service, and a mode of transportation) and argue why their chosen combination creates the best neighbourhood or city. For example: "A gallery attracts tourists and supports local culture, an embassy provides essential international services, and trams are efficient and environmentally friendly." After presenting their arguments, the teacher provides feedback on the use of language with the target vocabulary, clarity of ideas, and communication skills, encouraging students to use advanced descriptive language. Students reflect on their thoughts and feelings about the activity.

Objective: To help students use the language target vocabulary related to attractions, services, and transportation in the neighbourhood and city in English through an analytical and vocabulary-focused activity by using the target vocabulary.

Objective: To understand and analyse attractions, services, and transportation in the neighbourhood and city in a text in English by using the target vocabulary.

Activity 2: Detailed Reading and Analysis

The teacher provides students an article about urban development according to their age and language level and discusses topics such as the integration of historical sites into modern cities, the role of public services, and advancements in transportation. Students work individually to read the text and underline key vocabulary related to attractions, services, and transportation (e.g., monument preservation, public facilities, and sustainable transit systems). After reading, they answer detailed comprehension questions such as: "How does the text describe the benefits of sustainable transportation?". Finally, students share their answers in pairs, and the teacher provides feedback on comprehension accuracy and vocabulary use. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify and talk about neighbourhood attractions in English by using the target vocabulary.

Activity 1: Neighbourhood Attractions and Adjectives Matching Game

The teacher provides students with two sets of cards: one with pictures or names of attractions (e.g., a park, a castle, a square) and another with adjectives (e.g., relaxing, historical, amazing). Students work in pairs to match the attractions with suitable adjectives (e.g., a park—relaxing, a castle—historical). After completing the matches, the teacher points to a card and asks simple questions like "What is this?" or "How is it?" Students respond with short answers, such as "It's a park" or "It's relaxing." The pair with the most correct matches and answers wins the activity. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about attractions, services, and transportation in the neighbourhood and city in English by using the target vocabulary.

Activity 2: Vocabulary Sorting Game

The teacher gives students a list of mixed words, such as a castle, a fire department, and a ferry, related to attractions, services, and transportation. Students work in pairs to sort the words into three categories: Attractions, Services, and Transportation. After sorting, the teacher points to a word and asks questions such as, "What is this?" or "Where can you find it?". Students answer with simple phrases, such as "It's a castle" or "In the city." Then the teacher asks other students to say the words in full sentences. After each answer, the teacher provides feedback, correcting any mistakes and praising accurate responses. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 6: LIFE IN THE WORLD

Sub-themes: Continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world

This theme is centred on the concept of "life in the world", and covers the sub-themes of "continents, countries and nationalities, shopping for personal food preference, 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 33

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, 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

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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.6.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.L2. Students can bring together the information in the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.L3. Students can make sense of and derive meaning from the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.R1. Students can prepare for reading the content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.R2. Students can bring information together about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.R3. Students can make sense of and derive meaning from the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.W3. Students can construct new written content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.W4. Students can practise producing written content based on the current theme "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.W5. Students can engage in the process of writing related to the content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.W6. Students can reconstruct their writing about the current theme on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.S2. Students can analyse and understand the model content related to "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.S4. Students can construct meaningful spoken content about "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.6.S5. Students can reconstruct the information about "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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 with continents, countries and nationalities, shopping for personal food preference, 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

Sub-themes: "Continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans: (The Pacific, Atlantic, Arctic, Indian and Southern Oceans)

Verbs: To be surrounded.
Vocabulary for countries and nationalities:
Countries: Türkiye, United Kingdom-UK (England, Northern Ireland, Scotland, Wales), Great Briain-GB (informal)(England, Scotland, Wales), Belgium, Croatia, Czech Republic/Czechia, Denmark, Finland, France, Germany, Greece, Bulgaria, Hungary, Italy, the Netherlands, Poland, Portugal, Spain, Sweden, Switzerland, China, Japan, Russia, India, the Turkish Republic of Northern Cyprus.
Nationalities: Turkish, English, Irish, Scottish, Welsh, Belgian, Croatian, Czech, Danish, Finnish, French, German, Greek, Bulgarian, Hungarian, Italian, Dutch, Polish, Portuguese, Spanish, Swedish, Swiss, Chinese, Japanese, Russian, Indian, Turkish Cypriot.
Vocabulary for shopping for personal food preferences:
Vocabulary for food types:
Adjectives: Gluten-free, dairy-free, sugar-free, halal, homemade, spicy, sweet, salty, bitter, sour, delicious, grilled, boiled. Nouns: Fast food, a traditional dish, a main course, a side dish, a dessert. Verbs: To buy, to order, to pay (in cash/ by credit-debit card), to ask (for).
Vocabulary for people according to food preferences:
Nouns: A vegan, a vegetarian.
Vocabulary for places, items, and people about food:
Nouns: A supermarket, a shop (store-AmE), a shelf, a trolley-Cart-AmE), a cashier, a receipt, a discount, a price, a sale, a snack.
Vocabulary for healthy food:
Nouns: Vegetables (beans, a carrot, garlic, a mushroom, an onion), fruit (grapes).
Vocabulary for unhealthy Food:
Nouns: A burger, a biscuit (cookie-AmE), cereal, chips (French fries-AmE), fried food.
Vocabulary for food and food culture from different parts of the world:
Nouns: Pizza, pasta, sushi, croissant, chopsticks, falafel, sandwich, steak, fish and chips, kebab, rice.

***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 Curriculum.

Background Grammatical Structures in Use:

-Comparative Adjectives: (This curry is spicier than the one last week.)

***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: (Positive, Negative, and Interrogative Forms): (They've / have eaten all the food

since yesterday evening. They haven't / have not eaten all the food yesterday. (Have they eaten all the food yesterday?)
-Question Tags with the Present Perfect Tense: (You have finished your food, haven't you?
(With How Long? Since, For, Already, Just, Ever, Never):
How Long?: (How long have you shopped for traditional dishes?)
Since: (She has lived in Italy since 2020 and she loves Italian pasta.)
For: (I have been a vegetarian for three years.)
Already: (They have already tried kebab in Türkiye.)
Just: (We have just bought some fresh vegetables from the supermarket.)
Ever: (Have you ever tasted falafel from the Middle East?)
Never: (I have never eaten spicy Japanese food before.)
-Superlative Adjectives (Regular and irregular adjectives)
Regular: (Italy has the most delicious pasta dishes in the world.)
Irregular: (This is the best croissant I've ever eaten!)
-Countable and Uncountable Nouns:
Countable nouns (for food): (There are many baklavas in the shop window.)
Uncountable nouns (for food): (There is some rice in the pot.)
-Quantifiers: Some, any, much, many, a lot of, none, no, few, a few, little, a little
Little: (There is little rice left in the bag; we need to buy more.)
A Little: (I added a little garlic to the soup for extra flavour.)

Functions of the Background Grammatical Structures in Use:

-Use of Comparative Adjectives: Comparing differences between two people, places, things, or ideas and showing how one thing differs from another in terms of a quality or characteristic.

Functions of the Target Grammatical Structures in Use:

-Use of the Present Perfect Tense (With How Long? Since, For, Already, Just, Ever, Never): Describing actions or events that have a connection to the present; expressing duration, completion, or experience.
-Use of "Question Tags" with the Present Perfect Tense: Confirming information or seeking agreement about actions or events that have a connection to the present.
-Use of Superlative Adjectives (Regular and Irregular Adjectives): Comparing more than two items or people to highlight the highest degree of a quality.
-Use of Countable and Uncountable Nouns: Differentiating between items that can be individually counted and those that cannot; describing quantities and making appropriate agreements with verbs and quantifiers.
-Use of Quantifiers: Some, any, much, many, a lot of, none, no, few, a few, little, a little: Describing and specifying amounts or quantities of countable and uncountable nouns in various contexts.

Target Social Language Expressions in Use:

The four corners of the world!
East meets West!
Shop till you drop!
You are what you eat!
We're cooking up a storm!

Target Phonological Sounds in Use:

Consonants: j, k
j: (/dʒeɪ/, /dʒ/); k: (/k/), silent /k/)
*(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 personal food

preference, 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 the preparatory year of an upper secondary school may know what "continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" 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

Continents, countries, nationalities, shopping, personal food preference, shopping for personal food preference, food, food culture, food from different parts of the world, food culture from different parts of the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and write a project about a simple global culinary adventure. In this project, they will pile up a booklet about culinary adventures to explore continents, countries, and food cultures of various regions. They will describe personal food preferences and shopping experiences for specific dietary needs (e.g., vegetarian, gluten-free). Students will create roles based on different countries and act out a shopping experience where they learn about and purchase traditional food from various cultures around the world. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the world with its components such as continents, countries and nationalities, shopping for personal food preference, 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 in the preparatory year of an upper secondary school may know what continents, countries and nationalities, shopping for personal food preference, 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 in the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "life in the world" in English from previous themes and/or years for some countries such as "Türkiye, England and so on" some food items such as "bread, chicken, milk and so on" and some structures such as "I have some eggs. I have two apples." 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 the preparatory year of an upper secondary school are ready to learn the concept of "continents, countries and nationalities, shopping for personal food preference, 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 digital interactive map or a world poster including all counties on it could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss in pairs what the map and the poster include in general and write down what they remember about the topic. 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 "life in the world with continents, countries and nationalities, shopping for personal food preference, 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.PREP.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", 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" to prepare themselves to work on guessing the topic of the current theme, "life in the world with continents, countries and nationalities, shopping for personal food" **(V17.1, V17.2, 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.PREP.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 with continents, countries and nationalities, shopping for personal food" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V4.5, V17.1, V17.2, V19.2, 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.PREP.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 with continents, countries and nationalities, shopping for personal food" 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, V17.1, V17.2, V19.2, 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, V4.5, V17.1, V17.2, V19.2, 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.PREP.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.PREP.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 with continents, countries and nationalities, shopping for personal food". 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.PREP.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: continents, countries and nationalities, shopping for personal food **(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, LS1, LS2, LS3).** 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 "continents, countries and nationalities, shopping for personal food" 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 "continents, countries and nationalities, shopping for personal food" and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS3, 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 "continents, countries and nationalities, shopping for personal food" 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.PREP.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, 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.PREP.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.PREP.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: "continents, countries and nationalities, shopping for personal food" **(D3.6, V17.1, V17.2, V19.2, 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.PREP.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 continents, countries and nationalities, shopping for personal food 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 "continents, countries and nationalities, shopping for personal food" 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, V17.1, V17.2, V19.2, 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.PREP.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.PREP.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 "continents, countries and nationalities, shopping for personal food" 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.PREP.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 continents, countries and nationalities, shopping for personal food in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.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.PREP.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 continents,

countries and nationalities, shopping for personal food 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, V17.1, V17.2, V19.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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.PREP.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "continents, countries and nationalities, shopping for personal food" through their writing tasks **(V4.5, V17.1, V17.2, V19.2, 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.PREP.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.PREP.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.PREP.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 "continents, countries and nationalities, shopping for personal food" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V4.5, V17.1, V17.2, V19.2, LS1, LS3, 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.PREP.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.PREP.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.PREP.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 with continents, countries and nationalities, shopping for personal food" **(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.PREP.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 students' personal food experiences in English by using the target vocabulary and the target grammar.

Activity 1: Tasteful Memories

The teacher introduces the activity by explaining that students talk about their personal food experiences using the target grammar while focusing on countable and uncountable nouns. Students brainstorm and list 10 food or drink items (a mix of countable and uncountable nouns). They then write five sentences with target grammar about their food experiences (e.g., "I have eaten beans in a traditional Turkish dish before", "I have never tried spicy Korean noodles".). Later, they pair up to ask and answer questions about their experiences, such as, "Have you ever eaten sushi?", "Yes, I have eaten sushi many times, especially in Japan.". Finally, the teacher provides constructive feedback on their sentences and interactions. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students differentiate between countable and uncountable nouns by using target vocabulary in English with visual aids and written activities.

Activity 1: Countable vs. Uncountable Nouns with Visuals

The teacher provides students with two sheets of paper. The first sheet contains only pictures of various foods and drinks (e.g., mushrooms, rice, milk). The second sheet is divided into two columns labelled "Countable Nouns" and "Uncountable Nouns", with a word bank at the top listing the names of the items shown in the pictures. Students first cut out the pictures from the first sheet, then sort and glue them into the correct column on the second sheet. Then, they refer to the word bank to write the appropriate name next to each glued picture (e.g., a picture of mushrooms is glued under "Countable Nouns" and "mushroom" is written beside it). Students share their completed work for teacher and peer feedback. 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.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 7: LIFE IN NATURE

Sub-themes: Daily activities in nature, extreme weather conditions and adventures in nature

This theme is centred on the concept of "life in nature", and covers the sub-themes of "daily activities in nature, extreme weather conditions and adventures in nature". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.7.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.L2. Students can bring together the information in the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.L3. Students can make sense of and derive meaning from the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.R1. Students can prepare for reading the content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.R2. Students can bring information together about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.R3. Students can make sense of and derive meaning from the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature", 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.PREP.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.W3. Students can construct new written content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.W4. Students can practise producing written content based on the current theme "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.W5. Students can engage in the process of writing related to the content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.W6. Students can reconstruct their writing about the current theme on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.S2. Students can analyse and understand the model content related to "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature".

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.PREP.7.S4. Students can construct meaningful spoken content about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.S5. Students can reconstruct the information about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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

Sub-themes: "Daily activities in nature, extreme weather conditions and adventures in nature"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for nature:
Nouns: A field, a mountain, a hill, a valley, a forest, a jungle, a river, a lake, the sea, an ocean, a beach, an island, a cave, a tree, a plant, a leaf, a rock, sand, soil, grass.
Vocabulary for daily activities and nature:
Nouns: Gardening, growing vegetables, taking a walk, having a picnic, mowing the lawn/cutting the grass, riding a horse/ a bike, enjoying the view, planting a tree, watering the plants. Verbs: To grow, to plant, to water, to gather, to pick, to take care (of), to protect, to save, to recycle, to feed, to collect.
Vocabulary for activities in nature:
Verbs: To go fishing, to swim, to explore, to rest, to ride a bike/to cycle.
Vocabulary for extreme weather conditions:
Nouns: A thunderstorm, lightning, a storm (hurricane, AmE), the temperature. Adjectives: Dangerous, severe, stormy.
Vocabulary for adventures in nature:
Nouns: Camping, climbing, snowboarding, surfing, diving, canoeing, mountain biking. Equipment for adventures: A tent, a backpack, a map. Adjectives: Exciting, peaceful, dangerous, amazing, adventurous.

***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 Curriculum.

Background Grammatical Structures in Use:

-The Simple Past Tense with Regular and Irregular Verbs (Positive, Negative, and Interrogative Forms): (We explored the forest yesterday and found a beautiful waterfall. We explored the forest yesterday but we didn't/ did not find anything. Did you find anything when you explored the forest yesterday?)
-WH-questions: (Why): (Why did they climb up those dangerous mountains yesterday?

***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 Progressive Tense: (Positive, Negative, and Interrogative Forms): (They were hiking up the mountain when the lightning struck. They weren't / were not hiking up the mountain when the lightning struck because the weather was too dangerous. Were they hiking up the mountain when the lightning struck?)
-The Past Progressive versus The Simple Past Tense (Positive, Negative, and Interrogative Forms): (While we were having a picnic by the river, a sudden rainstorm began.)(He wasn't watering the plants when the wind knocked over the pots.)(What were you doing when the temperature dropped suddenly?)
-Modal "Could" for Ability in the Past: (Positive, Negative, and Interrogative Forms):
(He could climb the steep hill with ease during the hiking trip. He couldn't / could not climb the steep hill with ease during the hiking trip. Could he climb the steep hill with ease during the hiking trip?)
-Modal "Should" for Advice: (Positive, Negative, and Interrogative Forms): (You should wear a helmet while mountain biking on rough terrain. You shouldn't /should not wear a helmet while mountain biking on rough terrain. Should she wear a helmet while mountain biking on rough terrain?)

Functions of the Background Grammatical Structures in Use:

-Use of the Simple Past Tense with Regular and Irregular Verbs: Talking about actions or events that happened and finished in the past.
- Use of WH-questions: Why: Asking for reasons, purposes, or explanations for actions or events.

Functions of the Target Grammatical Structures in Use:

-Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative.
-Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred.

-Use of Modal "Could" for Ability in the Past: Describing abilities or possibilities in the past; expressing what someone was capable of doing.
-Use of Modal "Should" for Advice: Giving recommendations, suggestions or expressing opinions about what is appropriate or advisable.
-Use of Modal "Will" for Help: Offering assistance or making promises related to future actions.

Target Social Language Expressions in Use:

I enjoy being close to nature!
The wind blew me away!
It was boiling all day today!
Nature takes our breath away!
Camping under the stars in the mountains is marvellous!

Target Phonological Sounds in Use:

Consonants: l, m
l: (/ɛl/ /l/, silent /l/); m; (/ɛm/, /m/)
*(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 "daily activities in nature, extreme weather conditions and adventures in nature" 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 the preparatory year of an upper secondary school may know what "daily activities in nature, extreme weather conditions and adventures in nature" 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

Daily activities, nature, daily activities in nature, extreme weather conditions, adventures, extreme weather conditions in nature, adventures in nature.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and write a project based on their experiences and imagination of daily activities in nature, extreme weather conditions, and adventures in nature. They will describe the roles people play in different outdoor activities, how weather conditions influence those activities, and the necessary preparations for adventures in nature. Students will write scripts for each role and act out different scenarios involving nature-based activities like hiking, camping, or experiencing extreme weather conditions. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in nature with its components such as daily activities in nature, extreme weather conditions and adventures in nature" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what daily activities in nature, extreme weather conditions and adventures in nature 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "life in nature" in English from previous themes and/or years such as "an earthquake, a flood and so on" and also some structures such as "I was walking in the forest when it started to rain. They saw a bear while they were fishing. You should take an umbrella." 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 the preparatory year of an upper secondary school are ready to learn the concept of "daily activities in nature, extreme weather conditions and adventures in nature" 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 "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" 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.PREP.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 "daily activities in nature, extreme weather conditions and adventures", 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 "daily activities in nature, extreme weather conditions and adventures" to prepare themselves to work on guessing the topic of the current theme, "life in nature with daily activities in nature, extreme weather conditions and adventures" **(V5.2, V5.3, 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.PREP.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 with daily activities in nature, extreme weather conditions and adventures" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V5.2, V5.3, 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.PREP.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 with daily activities in nature, extreme weather conditions

and adventures" 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, 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, V5.2, V5.3, 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.PREP.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, 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.PREP.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 with daily activities in nature, extreme weather conditions and adventures". 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.PREP.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: daily activities in nature, extreme weather conditions and adventures **(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 "daily activities in nature, extreme weather conditions and adventures" 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 "daily activities in nature, extreme weather conditions and adventures" 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 "daily activities in nature, extreme weather conditions and adventures" 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.PREP.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 **(D3.1, 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.PREP.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.PREP.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: "daily activities in nature, extreme weather conditions and adventures" **(D3.6, V5.2, V5.3, 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.PREP.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 daily activities in nature, extreme weather conditions and adventures 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 "daily activities in nature, extreme weather conditions and adventures" 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, 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.PREP.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.PREP.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 "daily activities in nature, extreme weather conditions and adventures" 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.PREP.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 daily activities in nature, extreme weather conditions and adventures in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.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.PREP.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 daily activities in nature, extreme weather conditions and adventures 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, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.PREP.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "daily activities in nature, extreme weather conditions and adventures" through their writing tasks **(V5.2, V5.3, 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.PREP.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.PREP.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.PREP.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 "daily activities in nature, extreme weather conditions and adventures" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V5.2, V5.3, 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.PREP.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.PREP.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.PREP.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 with daily activities in nature, extreme weather conditions and adventures" **(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.PREP.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 describe past actions and events to create a story by using the target vocabulary and the target grammar.

Activity 1: Complete the Story

The teacher explains that students complete an unfinished story about a nature adventure using target vocabulary and grammar. Students receive the beginning of a story, such as: "It was a sunny day, and we were walking in the forest. The birds were singing, and everything was peaceful. Suddenly, we heard a strange noise behind the trees...". In pairs, students brainstorm ideas and write the continuation of the story, using simple sentences with the target grammar. Then, each pair reads their story to the class, focusing on fluency and storytelling. The teacher provides feedback on grammar, vocabulary, and creativity. Finally, students vote for the most creative and enjoyable story. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe what people were doing in nature in the past in English by using the target vocabulary and the target grammar.

Activity 1: Picture Story

The teacher tells the students that they do an activity where they describe what people were doing in nature in the past. The teacher provides a set of pictures depicting scenes such as someone hiking, a bird flying, or a child planting a tree. Students work in pairs to write sentences describing what was happening in each picture, such as "She was planting a tree in the garden", or "The bird was flying over the lake". After completing their sentences, students take turns reading them aloud to the class while focusing on clear pronunciation. The teacher provides constructive feedback on their grammar and pronunciation to help them improve. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: A2

THEME 8: LIFE IN THE UNIVERSE

Sub-themes: Planets and satellites in the solar system, facts about planets, the Earth as a planet

This theme is centred on the concept of "life in the universe", and covers the sub-themes of "planets and satellites in the solar system, facts about planets, the Earth as a planet". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.L2. Students can bring together the information in the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.R1. Students can prepare for reading the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.R2. Students can bring information together about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.R3. Students can make sense of and derive meaning from the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet", 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.PREP.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.W3. Students can construct new written content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.W4. Students can practise producing written content based on the current theme "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.W5. Students can engage in the process of writing related to the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.W6. Students can reconstruct their writing about the current theme on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.S2. Students can analyse and understand the model content related to "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".

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.PREP.8.S4. Students can construct meaningful spoken content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.8.S5. Students can reconstruct the information about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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

Sub-themes: "Planets and satellites in the solar system, facts about planets, the Earth as a planet"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for planets and satellites in the solar system: The Earth, Mars, Jupiter, Saturn, Mercury, Venus, Uranus, Neptune, Pluto (a dwarf planet).
Nouns: Space, a star, the sun, the moon, an atmosphere, sky, an orbit, an asteroid, gases, temperature, gravity, a crater, an idea, a project, a planet, a rocket, an astronaut. Adjectives: Large, tiny, extreme.
Vocabulary for facts about planets:
Nouns: Air, oxygen, carbon dioxide, an astronaut, a galaxy, an eclipse, a force, a hemisphere, a meteor, a surface, a layer, a telescope, a scientist. Verbs: To explore, to discover, to analyse, to monitor, to observe, to measure, to breathe, to create, to build, to dream, to travel.
Vocabulary for the Earth as a planet:
Nouns: A continent, a country, a climate, an equator, Northern and Southern hemispheres, The North Pole and South Pole, a natural disaster, an earthquake, a volcanic eruption, a tsunami, erosion, a habitat, a civilisation, pollution, a resource, a smart city.

*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 Curriculum.

Background Grammatical Structures in Use:

-The Simple Future Tense (Will) (Positive, Negative, and Interrogative Forms): (Scientists will send new robots to explore the surface of Mars next year.)(Scientists won't / will not send new robots to explore the surface of Mars next year.)(Will scientists send new robots to explore the surface of Mars 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:

-Zero Conditional: (If you travel to Mars, you need to wear a spacesuit because there is no oxygen in the atmosphere.)
-First Conditional (1): (If the weather on Earth continues to change, we will experience more natural disasters like cyclones.)
-With "Unless": (Unless we protect the environment, pollution will continue to harm the planet.)
-With "If": (If we discover new planets, we can learn more about the possibility of life in space.)

Functions of the Background Grammatical Structures in Use:

-Use of the Simple Future Tense: Talking about predictions, plans, promises, or decisions about the future.
-Use of the Simple Present Tense: Describing facts and general truths.

Functions of the Target Grammatical Structures in Use:

-Use of the "Zero Conditional": Describing general truths, facts, or habitual actions that are always true if certain conditions are met
-Use of the "First Conditional (1)": Describing possible or likely outcomes in the future based on a condition being fulfilled
-Use of "Unless": Expressing a condition in a negative form, indicating something will happen only if the condition is not met
-Use of "If": Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty

Target Social Language Expressions in Use:

I'm lost in the cosmos!
She's over the moon!
Starry eyed dreams!
We're orbiting the same idea!
That's the gravity of the situation!

Target Phonological Sounds in Use:

Consonant: n, (n-g)
n: (/ɛn/, /n/); ng: (/ng/)
*(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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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 the preparatory year of an upper secondary school may know what "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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

Planets, satellites, solar system, planets in the solar system, satellites in the solar system, facts, facts about planets, the Earth, the Earth as a planet.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and write a project that explores the planets in our solar system, their satellites, and interesting facts about each planet. They will also focus on Earth as a planet and how it compares to others. Students will create scripts for different planetary explorers, astronomers, and scientists who are investigating and studying the solar system. Through role-playing and acting out these roles, they will simulate an interplanetary journey and share knowledge about each planet's characteristics. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the universe with its components such as planets and satellites in the solar system, facts about planets, the Earth as a planet" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what planets and satellites in the solar system, facts about planets, the Earth as a planet 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "life in the universe" in English from previous themes and/or years such as "a passenger, a vehicle, an aircraft and so on" and also some structures such as "If we provide immediate support to homeless people, they will certainly survive the disaster" 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 the preparatory year of an upper secondary school are ready to learn the concept of "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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 "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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", 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" to prepare themselves to work on guessing the topic of the current theme, "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" **(V3.3, 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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, 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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" 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, 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, V3.3, 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.PREP.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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet". 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.PREP.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: planets and satellites in the solar system, facts about planets, the Earth as a planet **(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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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 **(D3.1, 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.PREP.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.PREP.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: "planets and satellites in the solar system, facts about planets, the Earth as a planet" **(D3.6, V3.3, 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.PREP.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 planets and satellites in the solar system, facts about planets, the Earth as a planet 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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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, 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.PREP.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.PREP.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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" 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.PREP.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 planets and satellites in the solar system, facts about planets, the Earth as a planet in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.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.PREP.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 planets and satellites in the solar system, facts about planets, the Earth as a planet 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, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.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, V4.5, LS5, 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.PREP.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "planets and satellites in the solar system, facts about planets, the Earth as a planet" through their writing tasks **(V3.3, 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.PREP.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.PREP.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.PREP.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 "planets and satellites in the solar system, facts about planets, the Earth as a planet" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking 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.PREP.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.PREP.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.PREP.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 with planets and satellites in the solar system, facts about planets, the Earth as a planet" **(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.PREP.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 help students plan and discuss a space-related project using target vocabulary and target grammar in English to improve their communication and critical thinking skills.

Activity 1: Space Mission

The teacher gives students a mission to plan a space project, such as exploring Mars for signs of life, reducing pollution on Earth, or building a shelter on the Moon. Students work in groups, choose a project, and use sentences with target grammar: Zero Conditional (e.g., "If you travel to Mars, you need to wear a spacesuit"), Conditional 1 (e.g., "If the weather keeps changing, we may have more natural disasters"), Unless (e.g., "Unless we protect the environment, pollution will harm the planet"), and If Only (e.g., "If only we could control the temperature on other planets"). Each group shares their plan, using target grammar and target vocabulary like Saturn, Moon, Gravity, Atmosphere, and Crater. Then, students write a short report. The teacher listens to the presentations, checks the reports, and gives feedback on what was done well and what can be improved. The teacher asks questions such as "Why do astronauts need spacesuits on Mars?" and "If you could change one thing about the Moon, what would it be?" The teacher also provides feedback to help students improve their grammar and vocabulary usage. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe planets and satellites in the solar system in English by using target vocabulary.

Activity 1: Fill in the Universe

The teacher gives a worksheet with a short text including blanks and a word bank (Saturn, Moon, Gravity, Atmosphere, Crater). Each blank has a small picture as a clue. The text reads: "The planet with the largest rings is _____ . The _____ is Earth's satellite. _____ keeps objects on the ground. The _____ is a layer of gases around a planet. A _____ is a hole caused by an impact." Students read the text carefully, fill in the blanks using the word bank and pictures as visual aids, and then take turns reading their completed texts aloud. The teacher gives feedback by confirming correct answers, correcting mistakes, and explaining unclear points to help students improve their understanding. Next, the teacher asks short-answer questions such as: "Which planet is known for its rings? What is Earth's natural satellite? What force keeps objects on the ground? What is a layer of gases around a planet called?". Finally, the teacher provides constructive and supportive feedback. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 9: SCHOOL LIFE & EDUCATION

Sub-themes: Different types of schools in the world; extracurricular activities at school; dealing with school anxiety

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, extracurricular activities at school, dealing with school anxiety". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.L2. Students can bring together the information in the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.R1. Students can prepare for reading the content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.R2. Students can bring information together about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety", 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.W3. Students can construct new written content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.W4. Students can practise producing written content based on the current theme "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.W6. Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.S2. Students can analyse and understand the model content related to "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety".

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.PREP.9.S4. Students can construct meaningful spoken content about "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.S5. Students can reconstruct the information about "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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, extracurricular activities at school, dealing with school anxiety"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for different school in the world: An arts school, a boarding school, a forest school, a home-school, an international school, a language school, a military school, a private school, a public school (private schools in Britain), a state school (state-funded school-AmE), a religious school, a special education school, a sports academy, a technical school (vocational school), a virtual school, an online school.
Vocabulary for school types in Türkiye: A collage (post- 16 education-post (upper) secondary education), a primary school (elementary school-AmE), a secondary school (a high school-AmE), a lower secondary school (a junior high school/middle school-AmE), an upper secondary school (a senior high school-AmE), an

Anatolian upper secondary (high) school, a boarding school, a conservatory, a culinary school, a fine arts upper secondary (high) school, an industrial upper secondary (high) school, a religious vocational school, a science upper secondary (high) school, a special education school, a state school, a technology upper secondary (high) school, a tourism upper secondary (high) school, a vocational upper secondary (high) school, a vocational upper secondary (high) school of justice.
Vocabulary for schools:
Nouns: A term, a syllabus, a curriculum, a course. Adjectives: Strict, compulsory, optional, elective.
Vocabulary for extracurricular activities at school:
School Clubs: Nouns: An art club, a choir club, a debate club, an environmental club, a literature club, a photography club, a robotics club, a technology club, a volunteer club. Adjectives: Challenging, competitive, cooperative, creative, inspiring, rewarding. Verbs: To challenge, to compete, to cooperate, to create, to educate, to reward, to inspire.
Vocabulary for dealing with schools:
Vocabulary for causes: Nouns: Anxiety, failure, frustration, insecurity, loneliness, sadness, stress, cultural and language barriers, academic pressure. Adjectives: Nervous, stressed, stressful. Verbs: To worry.
Vocabulary for solutions: Nouns: Support, a school counsellor (counselor-AmE), an assignment, a duty. Adjectives: Calm, supportive. Verbs: To relax, to cope with, to manage stress, to overcome, to deal with, to communicate, to drop out of school, to give up.

***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 Curriculum.

Background Grammatical Structures in Use:

-The Present Simple Tense: (Positive, Negative, and Interrogative Forms): (Students always wear their school uniforms). Students don't / do not wear their school uniforms every day). (Do students always wear their school uniforms?)
-The Present Progressive Tense: (Positive, Negative, and Interrogative Forms): (They are building the new library near the science block this week They aren't / are not building the new library near the science block this week. Are they building the new library near the science block this week?)
-The Simple Past Tense: (Positive, Negative, and Interrogative Forms): (Students gathered in the assembly hall two days ago.)(Students didn't / did not gather in the assembly hall two days ago. Did the students gather in the assembly hall two days ago?)
-The Past Progressive Tense: (Positive, Negative, and Interrogative Forms): (They were painting the classroom in the winter break. They weren't / were not painting the classroom in the winter break. Were they painting the classroom in the winter break?)
-Questions Tags for the Present and Past Tenses: (You are coming to the school, aren't you? / You aren't /are not coming to the party, are you?).
-Some Pronouns: something, anything
-Used to: (Positive, Negative, and Interrogative Forms): (I used to think Maths was hard, but I enjoy it.)(I didn't use to study Maths when I was younger. Did you use to study Maths when you were younger?)

***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 Passive Voice in Present Tenses (Positive, Negative, and Interrogative Forms): Passive Present (The homework is given by the teacher every day. The homework isn't / is not given by the teacher every day. Is the homework given by the teacher every day?)
-The Passive Voice in Past Tenses (Positive, Negative, and Interrogative Forms): (The classroom was cleaned by the management after the art project. The classroom wasn't / was not cleaned by the management after the art project. Was the classroom cleaned by the management after the art project?) (The exam results were announced by the teacher yesterday. The exam results weren't /were not announced by the teacher yesterday. Were the exam results announced by the teacher yesterday?)(The classroom was being cleaned by the caretaker. The classroom wasn't / was not being cleaned by the caretaker. Was the classroom being cleaned by the caretaker?)(The walls were being decorated for the school festival. The walls weren't / were not being decorated for the school festival. Were the walls being decorated for the school festival?)

Functions of the Background Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing actions, habits, routines, general truths or facts that are always permanent.
-Use of the Present Progressive Tense: (Also called the Present Continuous Tense). Describing actions or situations that are happening now and temporary actions or events that are in progress but not permanent, and fixed future plans.
-Use of the of the Simple Past Tense: Describing finished actions and events at a specific time in the past and are now finished; a sequence of actions that occurred in the past; and past habits.
- Use of the Past Progressive Tense: (Also called the Past Continuous Tense). Describing actions in progress at a moment in the past, setting the scene, simultaneous actions, and interruptions.
- Use of "Question Tags": Confirming information, seeking agreement, expressing surprise or doubt.
-Use of Some Pronouns (something, anything):
"Something": Referring to a specific, unknown, or indefinite object or thing in a positive or affirmative context.
"Anything": Referring to negative statements, questions, or conditional sentences.
-Use of "Used to": Referring to past habits, or states that are no longer apply.

Functions of the Target Grammatical Structures in Use:

-Use of Passive Voice: Describing the situation where the focus is on the action or the receiver of the action, rather than who or what is doing it.

Target Social Language Expressions in Use:

We're in the same boat!
We have a school spirit!
Let's get a head start at school this year!
Remember! Even a bad day doesn't last forever.
It's a marathon, not a sprint!
One step at a time!

Target Phonological Sounds in Use:

Vowel: o
Vowel: o: (/əʊ/, /ɒ/, /əʊ/)

*(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 "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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 the preparatory year of an upper secondary school may know what "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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

Schools, types of schools, schools in the world, different types of schools in the world, extracurricular activities, extracurricular activities at school, anxiety, school anxiety, dealing with school anxiety.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students write and design a school drama play on the content of "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "schools and school life with its components such as different types of schools in the world, extracurricular activities at school, dealing with school anxiety" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what different types of schools in the world, extracurricular activities at school, dealing with school anxiety 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "schools and school life" in English from previous years such as "school life, an assignment, a state school, education and so on" and also some structures such as "Don't be late for class!, The caretaker keeps the school clean, You read silently in the library., I am responsible for arriving at school on time, Can I leave early today?" 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 the preparatory year of an upper secondary school are ready to learn the concept of "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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 "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" **(V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" 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, V4.4, V4.5, V12.1, V12.2, 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, V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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.PREP.9.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, extracurricular activities at school, dealing with school anxiety". 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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety **(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 "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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 types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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 types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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.PREP.9.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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety" **(D3.6, V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety 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 types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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, V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety" 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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.9.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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety 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, V4.4, V4.5, V12.1, V12.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.9.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.PREP.9.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" through their writing tasks **(V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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.PREP.9.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.PREP.9.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 types of schools in the world, extracurricular activities at school, dealing with school anxiety" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V4.4, V4.5, V12.1, V12.2, 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.PREP.9.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.PREP.9.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.PREP.9.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, extracurricular activities at school, dealing with school anxiety" **(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.PREP.9.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 compare different types of schools and extracurricular activities around the world in English and to write a short paragraph about them by using the target vocabulary and the target grammar.

Activity 1: School Type Profiles

Students research two different types of schools, such as public schools and international schools, focusing on key aspects like teaching methods, extracurricular activities, and support systems. They write a single descriptive paragraph using the present passive voice to summarise their findings. For example: "In some public schools, free lunches are provided to students to support their education, while in international schools, language immersion programs are provided to enhance multilingual proficiency". Based on their research, students create an introduction poster with visuals and passive sentences, which they present to the class. After each presentation, the teacher provides constructive feedback on grammar, content, and presentation skills, ensuring a comprehensive learning experience. Students reflect on their thoughts and feelings about the activity.

Objective: To describe and talk about anxiety causes and solutions at school in English by using target vocabulary and target grammar.

Activity 2: Mapping Anxiety and Solutions

The teacher starts by hanging two large, blank posters on the classroom walls: one titled "Causes of Anxiety" and the other "Solutions for Anxiety". Students brainstorm and write their ideas on sticky notes, placing them on the appropriate posters. For example, a student might write "Exam stress is caused by a lack of preparation" for the "Causes poster" and "Relaxation techniques are introduced to reduce stress" for the "Solutions poster". If technology is available, students can use a web 2.0 tool to create a real-time word cloud that visualises the most common causes and solutions provided by the class.
After analysing the posters or word cloud, students write a paragraph in the present passive voice summarising the ideas. For example: "Relaxation techniques are introduced to reduce exam stress. Peer support groups are organised to help students share their feelings".
Finally, students present their summaries to the class, and the teacher provides constructive feedback on grammar (passive voice usage), content, and presentation skills. This activity combines creative collaboration with grammar practice and public speaking. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify extracurricular activities at school around the world in English by using the target vocabulary.

Activity 1: School Match-Up

The teacher gives a worksheet featuring pictures of different school types and activities (e.g., a drama club, a football match, a boarding school). The worksheet includes a word bank (drama club, art class, music class). Students carefully look at the pictures and select the correct word from the Word Bank to write under each image (e.g., for a drama club picture, write "drama club"). Once everyone completes the activity, the teacher points to each picture and asks questions such as, "What is this?" prompting students to answer, such as, "This is a drama club". The teacher focuses on correct pronunciation during the responses, providing positive feedback and encouragement for accurate answers. Students reflect on their thoughts and feelings about the activity.

Objective: To help students understand and identify the use of target vocabulary in context through using listening skills.

Objective: To understand and identify different types of schools and extracurricular activities around the world in English by using the target vocabulary.

Activity 2: Listen, Fill, and Perfect

The teacher informs the students that they will listen to an audio recording and asks them to listen quietly and focus on understanding the overall meaning during the first listening. After this, the teacher distributes an information gap worksheet with blanks related to the audio. During the second listening, students work individually or in pairs to fill in the blanks based on what they hear. For the third listening, students check their answers, correct any errors, and complete any missing information. Once all students have completed the worksheet, they take turns reading their answers aloud to the class. The teacher provides feedback on pronunciation, accuracy, and overall language use. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 10: CLASSROOM LIFE AND LEARNING WITH TECHNOLOGY

Sub-themes: Technological classroom tools, learning with technology, future classrooms

This theme is centred on the concept of "classroom life and learning with technology", and covers the sub-themes of "technological classroom tools, learning with technology, future classrooms". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.10.L1.Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.L2. Students can bring together the information in the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.L3. Students can make sense of and derive meaning from the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.R1. Students can prepare for reading the content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.R2. Students can bring information together about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.R3. Students can make sense of and derive meaning from the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms", 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.PREP.10.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.W3. Students can construct new written content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.W4. Students can practise producing written content based on the current theme "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.W5. Students can engage in the process of writing related to the content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.W6. Students can reconstruct their writing about the current theme on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.S2. Students can analyse and understand the model content related to "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms".

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.PREP.10.S4. Students can construct meaningful spoken content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.S5. Students can reconstruct the information about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" 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 AND LEARNING WITH TECHNOLOGY

Sub-themes: "Technological classroom tools, learning with technology, future classrooms"

Target Vocabulary in Use (with revisional vocabulary):

Technological classroom tools:
Vocabulary for technological devices:
Nouns: A digital camera, a laptop, a PC, a printer, a smartphone, a webcam, a VR headset, a disc/disk, a machine, a robot.
Vocabulary for accessories:
Nouns: A keyboard, a mouse, a mouse mat, a screen.
Vocabulary for general technology:
Nouns: An app, an email, equipment, a server, a fax. Verbs: to switch off/to switch on, to turn on/off a server.
Vocabulary for learning with technology, communication, and interaction:
Nouns: Communication, access, a connection, a text, by post. Verbs: To connect, to communicate, to upload, to download, to log in, to log out, to boost. Adjectives: Digital.
Vocabulary for digital tools and resources:
Nouns: A blog, a podcast, a program(me), social media, software, a website, a web page, the internet (net).
Vocabulary for technological concepts:
Nouns: digital literacy, an application (App), a browser, a digital footprint, netiquette, information.
Vocabulary for learning and engagement:
Nouns and Phrases: Self-paced learning, a wide range of resources, immediate feedback, benefits, a study, quality, quantity, a presentation. Adjectives: Digital.
Vocabulary for innovations and learning platforms:
Nouns and phrases: An invention, virtual reality (VR), artificial intelligence (AI), augmented reality (AR), lifelong learning, a webinar, online.

***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 Curriculum.

Background Grammatical Structures in Use:

-The Simple Future Tense (Positive, Negative, and Interrogative Forms): (I think an English professor will visit us tomorrow. I think an English professor won't / will not visit us tomorrow. Do you think an English professor will visit you tomorrow?
- "Be going to Future Tense" (Positive, Negative, and Interrogative Forms): (We're / are going to go to a digital Science show next weekend. We aren't / are not going to go to a digital Science show next weekend. Are you going to go to a digital Science show next weekend?)
-The Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (We're/are having a Computer Club meeting on Friday night. We aren't/are not having a Computer Club meeting on Friday night. (Are having a Computer Club meeting on Friday night?)
-The Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (Our webinar starts at 7 pm every Monday. (Our webinar doesn't / does not start at 7 pm on Monday). (Does your webinar start at 7 pm on Monday?)
Modals (Positive, Negative, and Interrogative Forms):
Should: (You should complete your homework before you go out to play.)

Ought to: (You ought to be at school on time every day.)
Should: (You should join a study group to prepare for the exams.)
Must: (The teacher is not in the classroom right now. She must be in a meeting.)
Can't: (She can't be at school today; she was absent yesterday and said she would be sick for the week.)
Must: (You must study for the test if you want to get a good mark.)
Have to: (I have to attend the lesson it's necessary for my graduation.)
-Could for Ability and Probability: (When I was younger, I could speak three languages fluently.)

***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:

-Passive Voice in Future Tenses and Modals:
-Passive Voice in the Simple Future Tense (Will) (Positive, Negative, and Interrogative Forms): (The new smart boards will be installed in all classrooms by next month.) (The new smart boards won't / will not be installed in all classrooms by next month). (Will the new smart boards be installed in all classrooms by next month?)
- Passive Voice in "Be Going to Future" Tense (Positive, Negative, and Interrogative Forms): (AI-powered tools are going to be introduced in the digital skills course. AI-powered tools aren't / are not going to be introduced in the digital skills course. Are AI-powered tools going to be introduced in the digital skills course?)
-Passive Voice in the Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (A coding workshop is held every Friday at 3 p.m. A coding workshop isn't / is not held every Friday at 3 p.m. Is a coding workshop held every Friday at 3 p.m.?)
-Passive Voice in the Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (New tablets are being delivered to the school next week. New tablets aren't / are not being delivered to the school next week. Are new tablets being delivered to the school next week?)
-Passive Voice with Modals (Positive, Negative, and Interrogative Forms): (The old house might be sold next month. The old house might not be sold next month. Might the old house be sold next month?)
-Reflexive Pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) (I prepared the project myself for the school exhibition.)
-Connecting words expressing cause, effect, contrast, and time:
Cause: (He didn't / did not finish his homework as he was feeling sick.)
Effect: (She didn't / did not study for the test, so she failed it.)
Contrast: (He studied all night for the test however he still didn't / did not do well.)
Time: (I'll / will wait for you in the cafeteria until the bell rings.)

Functions of the Background Grammatical Structures in Use:

-Use of the Simple Future Tense: Making predictions, expressing a plan or intention, and asking questions about future actions.
- Use of the "Be going to Future" Tense: Expressing planned actions or predictions based on evidence.
-Use of the Simple Present Tense for the Future Tense: Describing the future, especially for scheduled or planned events.
-Use of the Present Progressive Tense for Future Tense: Describing personal plans or fixed arrangements in the future.
-Use of "Should & Ought to" for Obligation: Expressing obligation, advice, or recommendations.
Should: Expressing advice and expectation, or indicate an obligation, but with a sense of flexibility. It's less formal than "ought to".

Ought to: Expressing moral obligations or recommendations that feel more serious.
-Use of "Should" for Suggestion: Giving suggestions, offering a recommendation or advice on what might be a good idea or what would likely lead to a positive outcome.
-Use of "Must & Can't" for Deduction: Expressing deduction, meaning they help to infer or conclude something based on evidence or logical reasoning.
Must: Expressing a strong belief that something is true based on the evidence or information available.
Can't: Showing that we are certain something is not true, based on reasoning or evidence. It indicates a strong belief that something is impossible or incorrect.
-Use of "Must" vs "Have to": Expressing deduction, meaning they help to infer or conclude something based on evidence or logical reasoning.
Must: Expressing internal obligation (the speaker's strong belief or personal requirement) or rules and regulations that are strictly enforced.
Have to: Expressing external obligation that are not directly imposed by the speaker.
-Use of "Could for Ability and Probability": Expressing the ability to do something in the past that is not necessarily happens in the present.
-Use of Reflexive Pronouns: Showing the subject and the object of a sentence refer to the same person or thing.
-Use of Connecting words expressing cause, effect, contrast, and time:
Cause: Explaining why something happens, or what the reason behind an event or action is.
Effect: Showing the result or outcome of an action, event, or situation.
Contrast: Showing a difference or opposition between two ideas.
Time: Showing the order of events or help indicate when something happens.

Functions of the Target Grammatical Structures in Use:

-Use of Passive Voice in the Simple Future Tense: Describing predictions, spontaneous decisions, or future facts, focusing on what will happen to someone/something.
-Use of Passive Voice in the "Be Going to" Future Tense: Describing planned actions or intentions, something that has already been decided, not who submits them.
-Use of the Passive Voice in the Simple Present Tense: Describing routines, facts, or general truths where the focus is on the action or result. Focus is on the regular action, not who submits them.
-Use of the Passive Voice in the Present Progressive Tense: Describing personal plans or fixed arrangements in the future, not the doer. Focus is on the ongoing process.

Target Social Language Expressions in Use:

Practice makes perfect!
Do not/ Don't skip the class!
One step at a time!
I'm all ears for the teacher's explanations!
Let's sort this out!

Target Phonological Sounds in Use:

Phonetic sounds: p, q
Consonants: p:(/piː/, /p/); q: (/kjuː/, /k/)
*(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 "technological classroom tools, learning with technology, future classrooms" 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 the preparatory year of an upper secondary school may know what "technological classroom

tools, learning with technology, future classrooms" 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:

Technology, classroom tools, technological classroom tools, learning, learning with technology, classrooms, future classrooms.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students write and design a project on "Technological Classroom Tools, Learning with Technology, and Future Classrooms." They will describe the ideal use of technology in the classroom, including the roles of students and teachers, the tools used, and the learning activities involved. They will write scripts for each role, showing how technology enhances learning and interaction. In the class, they will act out these roles, demonstrating how technology supports learning in a future classroom. The assignment will be evaluated by using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "classroom life and learning with technology with its components such as technological classroom tools, learning with technology, future classrooms" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what technological classroom tools, learning with technology, future classrooms 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "classroom life and learning with technology" in English from previous themes and/or years such as "a teacher, a student, a headmaster, a class, a classroom, internet, IT, to download, to study, to go to and so on" and also some structures such as "What should students do at school? They must study and learn. They will learn about technology in the 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 the preparatory year of an upper secondary school are ready to learn the concept of "technological classroom tools, learning with technology, future classrooms" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a short picture -strip story 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 strip story 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 "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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 with technology", 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 with technology" to prepare themselves to work on guessing the topic of the current theme, "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" **(V3.3, V7.2, V11.1, 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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, V7.2, V11.1, 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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" 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, V7.2, V11.1, 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, V3.3, V7.2, V11.1, 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.PREP.10.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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms". 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.PREP.10.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: technological classroom tools, learning with technology, future classrooms **(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 "technological classroom tools, learning with technology, future classrooms" 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 "technological classroom tools, learning with technology, future classrooms" 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 "technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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.PREP.10.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.PREP.10.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: "technological classroom tools, learning with technology, future classrooms" **(D3.6, V3.3, V7.2, V11.1, 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.PREP.10.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 technological classroom tools, learning with technology, future classrooms 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 "technological classroom tools, learning with technology, future classrooms" 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, V3.3, V7.2, V11.1, V14.3, 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.PREP.10.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.PREP.10.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 "technological classroom tools, learning with technology, future classrooms" 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.PREP.10.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 technological classroom tools, learning with technology, future classrooms in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.10.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.PREP.10.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 technological classroom tools, learning with technology, future classrooms 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, V7.2, V11.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.10.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.PREP.10.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "technological classroom tools, learning with technology, future classrooms" through their writing tasks **(V3.3, V7.2, V11.1, 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.PREP.10.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.PREP.10.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.PREP.10.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 "technological classroom tools, learning with technology, future classrooms" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V3.3, V7.2, V11.1, 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.PREP.10.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.PREP.10.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.PREP.10.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 technology with technological classroom tools, learning with technology, future classrooms" **(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.PREP.10.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 express opinions about future classroom technologies in English by using the target grammar.

Activity 1: Future Tech Debate

The teacher begins by explaining the activity and dividing students into two groups: supporters and sceptics of future classroom technologies. A statement is provided (e.g., "In the future, students will be using AI tutors for all lessons".), and students debate using the target grammar (e.g., Supporter: "AI tutors will be helping students solve complex problems". Sceptic: "Students will be losing their creativity because of AI

tutors".). The debate is timed, and once it ends, the class evaluates the arguments using emoji cards to vote for the winning side. Both sides will be praised according to their performances. The teacher provides constructive feedback on language use, grammar, and debate strategies. Students reflect on their thoughts and feelings about the activity.

Objective: To practice describing future classroom technologies in a news-style presentation using their writing and speaking skills.

Objective: To describe future classroom technologies in English by using the target vocabulary and the target grammar.

Activity 2: Tech News Report

Students work in pairs to create a short news report about a future classroom technology, using the target grammar (e.g., "In 2035, teachers will be using holograms to explain science lessons. Students will be interacting with 3D models".). They present their reports to the class, focusing on clear pronunciation while sharing ideas. The teacher provides constructive feedback on grammar, vocabulary, and pronunciation. At the end of the activity, students' reports are displayed on the classroom notice board. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify technological classroom tools, learning with technology, future classrooms in English by using the target vocabulary and the target grammar.

Activity 1: Tech Match-Up

The teacher prepares digital or physical cards with pictures of technological tools (e.g., VR headsets, tablets, smart boards) along with cards displaying their names. Students first match each technological tool with its correct name. After matching, they create sentences using the target vocabulary and grammar to describe how the tool will be used in the future (e.g., "Students will be exploring ancient cities with VR headsets".). The teacher provides feedback on grammar and pronunciation, ensuring the sentences are clear and correctly structured. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about technological tools and their future uses in English for improving their listening and speaking skills by using the target grammar.

Activity 2: Listen and Order

The teacher provides visuals describing environments with technological tools used in the future and plays a listening text describing these environments. Students listen carefully and arrange the visuals in the order mentioned in the text. After sequencing the visuals, they describe the sequence using sentences in the target grammar (e.g., "In the future, students will be programming robots".). The teacher provides feedback on their grammar, pronunciation, and clarity of expression. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 11: PERSONAL LIFE AND WELL-BEING

Sub-themes: Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future

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 well-being, human nature, well-being 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.R1. Students can prepare for reading the content on "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.R2. Students can bring information together about the current content on "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.W3. Students can construct new written content on "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.W6. Students can reconstruct their writing about the current theme on "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.S2. Students can analyse and understand the model content related to "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.S4. Students can construct meaningful spoken content about "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.S5. Students can reconstruct the information about "personal life and well-being with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being 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

PERSONAL LIFE AND WELL-BEING

Sub-themes: "Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for body parts:
Nouns: An ankle, a bone, a brain, a chin, a stomach, an elbow, a palm, a liver, lungs, muscles, nerves, joints.
Vocabulary for human illnesses and diseases:
Nouns: Blood pressure, a bruise, a fracture, an infection, an injury, a stroke, a symptom, a wound, insomnia, nausea, pain, Adjectives: Dehydrated, harmful, infected, painful, swollen. Verbs: To heal, to prevent, to recover, to treat, to worsen, to support, to burn up.
Vocabulary for human well-being:
Nouns: Balance, comfort, contentment, an emotion, fitness, gratitude, healing, happiness, joy, lifestyle, a mindset, mindfulness, motivation, nutrition, peace, self-care, stress, well-being. Adjectives: Balanced, calm, cheerful, confident, grateful, joyful, mindful, peaceful, thankful. Verbs: To achieve, to cope with, to flourish, to grow, to improve, to overcome, to relax, to unwind, to take care of.
Vocabulary for human nature:
Nouns: An attitude, a behaviour, a desire, a feeling, a reason, a reaction, sensitivity, a thought, a trait, wisdom, kindness. Adjectives: Ambitious, determined, emotional, proud, thoughtful. Verbs: To adopt, to create, to decide, to imagine, to respond, to share.
Vocabulary for well-being for the future:
Nouns: A career, a community, development, resilience, skills, respect. Adjectives: Adaptable, innovative, inspired, resilient, smart, sustainable. Verbs: to accomplish, to contribute, to develop.

*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 Curriculum.

Background Grammatical Structures in Use:

-Zero conditional: (Positive, Negative, and Interrogative Forms): (If you eat healthy food, you stay healthy. If you don't / do not eat healthy food, you get ill more easily. What happens if you don't / do not drink enough water?)
- First Conditional (1): (Positive, Negative, and Interrogative Forms): (If you eat more vegetables, you will feel better. If you don't / do not eat more vegetables, you won't /will not feel better. What will happen if you don't / do not eat more vegetables?)
-Comparative and Superlative Adjectives: (as... as, same...as, like, alike): (If you sleep more hours, you'll / will feel better.)(That was the most relaxing holiday I've ever had.)

*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:

-Second Conditional (2): (Positive, Negative, and Interrogative Forms): (If I had more time, I would travel the world. If I had more time, I wouldn't / would not travel the world but work more. Would you travel the world, if you had more time?)
-With "If Only": Present: (If only I were/was taller). Past: (If only I had studied harder) (If only I didn't have the flu, I could go to school today).
- Wish (Was/Were): (I wish I were taller). (I wish she ate more vegetables and less junk food.)
-Adjectives with "-ing and -ed" Endings: Relax (-ing/-ed), Excite (-ing/-ed): (Going for a walk in the park is so relaxing. / After my gym session, I feel very relaxed.)

Functions of the Background Grammatical Structures in Use:

-Zero conditional: Expressing general truths of facts and cause-effect relationships.
-First Conditional (1): Expressing real or possible situations in the future, where one action or event depends on another.
-Use of Comparative and Superlative Adjectives:
Comparative Adjectives: Expressing how to compare two things or people and show which one has more or less of a particular quality.
Superlative Adjectives: Describing the highest or lowest degree of quality, when comparing three or more things or people.

Functions of the Target Grammatical Structures in Use:

-Use of Second Conditional (2): Expressing unreal, hypothetical, or unlikely situations in the present or future, and their possible results.
-Use of "If Only": Expressing regret or strong wishes for a different present or past situation
-Use of "Wish (Was/Were)": Expressing desires, regrets, or hypothetical situations contrary to the current reality (especially about present).
-Adjectives with "-ing and -ed" Endings: Describing the thing or situation that causes feelings or emotions, and characteristics.

Target Social Language Expressions in Use:

She's in high spirits.
Let's clear the air with this problem!
You should recharge your batteries!

Target Phonological Sounds in Use:

Consonant: r
Consonant r: (/ɑː/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE), silent /r/ (Br))
*(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 "body parts, human illnesses and diseases, human well-being, human nature, well-being 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 the preparatory year of an upper secondary school may know what "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" 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

Body parts, human illnesses, human diseases, well-being, human well-being, human nature, well-being for the future.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students write and design a school drama play on the the content of "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" and then they present it and perform it as a show in class by inviting other students as patients, doctors, and nurses. The assignment is 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 well-being, human nature, well-being 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 in the preparatory year of an upper secondary school may know what body parts, human illnesses and diseases, human well-being, human nature, well-being 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 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "personal life and well-being" in English from previous themes and/or years such as " leg, shoulder, flu, stomachache, pain, stress and so on" and also some structures such as "What does s/he look like? S/he looks very nice, What is the matter with her? She has a stomachache. How does he feel? She seems to be bored." 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 the preparatory year of an upper secondary school are ready to learn the concept of body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, 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 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 "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 well-being, human nature, well-being for the future" **(V13.1, V13.2, V13.3, V13.4, V16.1, 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.PREP.11.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 well-being, human nature, well-being for the future" 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, V16.1, 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.PREP.11.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 well-being, human nature, well-being 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, V13.1, V13.2, V13.3, V13.4, V16.1, 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, V13.1, V13.2, V13.3, V13.4, V16.1, 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.PREP.11.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.PREP.11.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 well-being, human nature, well-being 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, 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.PREP.11.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: body parts, human illnesses and diseases, human well-being, human nature, well-being 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, 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 "body parts, human illnesses and diseases, human well-being, human nature, well-being 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 "body parts, human illnesses and diseases, human well-being, human nature, well-being 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 "body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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.PREP.11.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.PREP.11.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: "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" **(D3.6, V13.1, V13.2, V13.3, V13.4, V16.1, 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.PREP.11.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 body parts, human illnesses and diseases, human well-being, human nature, well-being 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 "body parts, human illnesses and diseases, human well-being, human nature, well-being 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, V3.4, V13.1, V13.2, V13.3, V13.4, V16.1, 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.PREP.11.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.PREP.11.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 "body parts, human illnesses and diseases, human well-being, human nature, well-being 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.PREP.11.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 body parts, human illnesses and diseases, human well-being, human nature, well-being for the future in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.11.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.PREP.11.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 body parts, human illnesses and diseases, human well-being, human nature, well-being 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, V13.1, V13.2, V13.3, V13.4, V16.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.11.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.PREP.11.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" through their writing tasks **(V13.1, V13.2, V13.3, V13.4, V16.1, 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.PREP.11.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.PREP.11.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.PREP.11.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 "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V13.1, V13.2, V13.3, V13.4, V16.1, 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.PREP.11.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.PREP.11.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.PREP.11.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 well-being, human nature, well-being 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.PREP.11.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 give advice about health and well-being in English by using target vocabulary and target grammar to improve writing and speaking skills.

Activity 1: Advice for Health and Well-Being

The teacher writes detailed scenarios related to health and well-being (e.g., "A friend has a swollen ankle and cannot walk properly", "Your sibling feels stressed and cannot sleep well", "A neighbour is feeling dizzy after a

long hike", "Your classmate is anxious about an upcoming exam".) on slips of paper and places them in a box. Each student draws a scenario from the box and writes advice using "should" and advanced vocabulary (e.g., "If your friend is stressed, they should try relaxation techniques like deep breathing"). After writing, students pair up to role-play as a person seeking advice and an advisor (e.g., Student A: "I feel anxious about my exam. What should I do?". Student B: "You should plan your study schedule and take regular breaks to stay calm". Finally, each pair presents their scenario and advice to the class, receiving constructive feedback from the teacher and classmates on meaning, creativity, use of vocabulary, grammar accuracy, and fluency. Students reflect on their thoughts and feelings about the activity.

Objective: To give advice about health and well-being in English by using the target vocabulary for improving listening, writing, and speaking skills.

Activity 2: Listening for Health and Well-Being Advice

The teacher explains to the class that they will do a listening activity about health and well-being advice. During the first listening, students listen carefully to understand the main ideas (e.g., "If you feel anxious, you should try writing a journal".). After the first listening, the teacher gives each student a worksheet with simple visuals (e.g., a person sitting at a desk looking stressed, a glass of water, or someone exercising). The visuals do not include any text. During the second listening, students write the advice they hear under the correct visual. During the third listening, students check and correct their answers. Afterward, students share their answers with the class. The teacher gives constructive feedback by praising correct matches (e.g., "Well done, you matched the advice perfectly!"). Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about illnesses and symptoms in English by using the target vocabulary through developing their writing and speaking skills.

Activity 1: Choose the correct word

The teacher provides a worksheet with pictures depicting various illness-related situations (e.g., a person sneezing, a swollen arm, a fainting person) and a word bank containing words such as allergic, faint, feverish, infected, itchy, severe, and swollen. Students examine the pictures and choose the correct word from the Word Bank to write under each image (e.g., for a picture of a swollen arm, write "swollen".). Once completed, the teacher points to each picture, asks, "What is this?" and prompts students to respond, e.g., "This is swollen". The teacher emphasises correct pronunciation and provides positive feedback and encouragement. Students reflect on their thoughts and feelings about the activity.
Objective: To give advice about health and well-being in English by using target vocabulary and target grammar through improving their writing and speaking skills.

Activity 2: Fill in the blanks

The teacher provides example sentences such as, "If you have a headache, you should drink water", and "If you feel tired, you should sleep early". Students then complete sentences like, "If you have a fever, you should _____", and "If you feel stressed, you should _____". Afterward, students share their answers with the class. The teacher listens carefully and provides positive feedback by highlighting correct usage (e.g., "Great advice! That's exactly what someone should do!") and gently corrects any errors (e.g., "Good try! Let's say it this way: -You should rest in bed-". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 12: FAMILY LIFE AND THE FUTURE

Sub-themes: Family members' future aspirations, family members' dreams and ambitions

This theme is centred on the concept of "family life and the future", and covers the sub-themes of "family members' future aspirations; family members' dreams and ambitions". 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 33

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, V2. Family Integrity, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.12.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.L2. Students can bring together the information in the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.L3. Students can make sense of and derive meaning from the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.R1. Students can prepare for reading the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.R2. Students can bring information together about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.R3. Students can make sense of and derive meaning from the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

e) Students classify significant and necessary elements of the current content in a meaningful way.

f) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.

g) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.

h) Students make meaningful inferences from information in the current content by examining it critically.

i) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions", 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.PREP.12.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.W3. Students can construct new written content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.W4. Students can practise producing written content based on the current theme "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.W5. Students can engage in the process of writing related to the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.W6. Students can reconstruct their writing about the current theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.S2. Students can analyse and understand the model content related to "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions".

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.PREP.12.S4. Students can construct meaningful spoken content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.S5. Students can reconstruct the information about "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" 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 THE FUTURE

Sub-themes: "Family members' future aspirations; family members' dreams and ambitions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family members' aspirations and goals:
Nouns: An achievement, an aspiration, an ambition, a challenge, an effort, an occupation, a passion, a qualification, a talent, a vision, confidence, a dream.
Vocabulary for describing character traits:
Adjectives: Ambitious, capable, confident, determined, hopeful, passionate, committed, goal-oriented, successful, gifted.
Vocabulary for achievement:
Verbs: To achieve, to aim, to aspire, to apply, to choose, to dream, to focus, to improve, to succeed, to desire.
Vocabulary for family members' dreams and ambitions:
Nouns: An ambition, an arrangement, a degree, a desire, a goal, a graduation, a profession, an opportunity, a skill, a task. Verbs: To accomplish, to arrange, to choose, to develop, to wish.

*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 Curriculum.

Background Grammatical Structures in Use:

-The Present Perfect Tense (Positive, Negative, and Interrogative Forms): (She's/ has achieved many personal goals through hard work and dedication.)(She hasn't / has not achieved all her personal goals yet. (Has she achieved her personal goals through hard work and dedication?)
-"Question Tags" with the Perfect Tense: (You've/have achieved the degree you always desired, haven't you?)

*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:

-Passive Voice for the Perfect Tenses (Positive, Negative, and Interrogative Forms): (The graduation ceremony has been arranged by the school administration.)(The graduation ceremony hasn't / has not been arranged by the school administration.)(Has the graduation ceremony been arranged by the school administration?)
-The Present Perfect Progressive Tense (Positive, Negative, and Interrogative Forms): (He has been focusing on improving his coding skills. (He hasn't / has not been focusing on improving his coding skills. (Has he been focusing on improving his coding skills?)
-"Able to" (Present, Past, Perfect, Future): (My brother is able to balance his studies and his part-time job.) (Last year, my cousin was able to find a job abroad after months of searching.)(Have you been able to decide which university you want to apply to?)(My sister will be able to travel more when she gets her dream job.)
-Verbs with Gerunds and Infinitives: (She's / is committed to improving her talent by applying herself every day.)(She aims to open her own gallery.)
-Prepositional Phrases: (With dedication to her ambition, she managed to get an excellent job.)

Functions of the Background Grammatical Structures:

-Use of the Present Perfect Tense: Describing actions or events that started in the past and continue to the present or have present relevance.

Functions of the Target Grammatical Structures in Use:

-Use of the Passive Voice in the Perfect Tenses: Highlighting the recipient or result of an action rather than the doer, especially for completed actions with present relevance.
-Use of the Present Perfect Progressive Tense: Indicating actions that started in the past and continue into the present, often with emphasis/duration.
- Use of "Able to" (Present, Past, Perfect, Future) for Possibility and Probability: Expressing ability or possibility across different time frames.
-Use of Verbs with Gerund and Infinitive: Expressing preferences, intentions, or purposes through the choice depending on the verb.
-Use of Prepositional Phrases: Providing additional details about time, place, cause, or manner.
-Use of the "Question Tags" with the Perfect Tense and the Present Perfect Progressive Tense: Confirming or

checking understanding of past actions or ongoing activities.

Target Social Language Expressions in Use:

We're always heart to heart as a family!
My father put his foot down (about the matter)!
Let's keep this in the family!
She's the black sheep of the family!
Being good at gardening runs in our family!

Target Phonological Sounds in Use:

Consonants: s, t
Consonants: s: (/s/, /ɛs/, /z/, silent /s/); t: (/tiː/, /t/, silent /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 "family members' future aspirations; family members' dreams and ambitions" 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 the preparatory year of an upper secondary school may know what "family members' future aspirations; family members' dreams and ambitions" 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

Families, members, future aspirations, family members, family members' future aspirations, dreams, ambitions, family members' dreams, family members' ambitions.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students write and design a project on "Family Members' Future Aspirations, Dreams, and Ambitions." They will describe the ideal aspirations and ambitions of family members, including the roles each person plays in supporting these dreams, the skills needed, and the actions taken to achieve these goals. They will write scripts for each role, illustrating how each family member works toward their individual aspirations, whether it's academic success, career goals, or personal growth. In the class, they will act out these roles, showcasing the importance of support, motivation, and effort in achieving their dreams. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "family life and the future with its components such as family members' future aspirations; family members' dreams and ambitions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what family members' future aspirations, family members' dreams and ambitions 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 the preparatory year of an upper secondary school, they are expected to know some

basic vocabulary about "family life and the future" in English from previous themes and/or years such as "a father, mother, sister, brother, hope, to achieve, etc." and also some structures such as "My father has improved his skills at engineering a lot. Her sister can work in her dream job when she finishes university." 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 the preparatory year of an upper secondary school are ready to learn the concept of "family members' future aspirations; family members' dreams and ambitions" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual family 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 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 the concept '"family life and the future with family members' future aspirations; family members' dreams and ambitions" 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.PREP.12.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 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 "family life and the future" to prepare themselves to work on guessing the topic of the current theme, "family life and the future with family members' future aspirations; family members' dreams and ambitions" **(V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions" 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, V2.2, V11.1, V11.2, V12.1, 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, V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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.PREP.12.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 the future with family members' future aspirations; family members' dreams and ambitions". 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.PREP.12.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' future aspirations; family members' dreams and ambitions **(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 "family members' future aspirations; family members' dreams and ambitions" 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 "family members' future aspirations; family members' dreams and ambitions" 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 members' future aspirations; family members' dreams and ambitions" 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.PREP.12.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.PREP.12.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.PREP.12.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' future aspirations; family members' dreams and ambitions" **(D3.6, V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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' future aspirations; family members' dreams and ambitions 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' future aspirations; family members' dreams and ambitions" 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, V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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.PREP.12.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' future aspirations; family members' dreams and ambitions" 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.PREP.12.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' future aspirations; family members' dreams and ambitions in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.12.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.PREP.12.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' future aspirations; family members' dreams and ambitions 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, V2.2, V11.1, V11.2, V12.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.12.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.PREP.12.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "family members' future aspirations; family members' dreams and ambitions" through their writing tasks **(V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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.PREP.12.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.PREP.12.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' future aspirations; family members' dreams and ambitions" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V2.2, V11.1, V11.2, V12.1, 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.PREP.12.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.PREP.12.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.PREP.12.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions" **(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.PREP.12.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 hypothetical situations in family life in English by practicing target vocabulary and grammar in speaking skills.

Activity 1: What If? Debate Activity

The teacher introduces a "What If?" Debate activity where students work in small groups. Each group is given a hypothetical family scenario written on a card, such as, "If your parents won the lottery, what would they do?", or "If your sibling could study abroad, where would they go and why?". Students discuss the scenario using target vocabulary and target grammar, such as "If my parents won the lottery, they would buy houses to secure our future". Groups then present their ideas to the class. The teacher provides feedback on grammar, vocabulary and presentation skills. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about hypothetical situations in family life in English by using the target grammar through reading comprehension and discussion.

Activity 2: What If Stories

The teacher provides a short reading passage titled "What If?" about a family imagining different scenarios, such as winning the lottery, moving abroad, or starting a family business. After reading the passage, students answer comprehension questions that require them to identify and analyse unreal conditional sentences in the text. For example: "If the family had moved abroad, how would their lives have changed?", "What would they do if they had unlimited time and money?".
Students then work in pairs to create their own hypothetical scenarios inspired by the reading. They present these scenarios to the class by using target grammar, and the teacher and other students provide feedback on their language use and creativity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about family members' dreams and aspirations in English by using the target grammar.

Activity 1: The teacher gives a worksheet with visuals and incomplete unreal conditional sentences. Each sentence has a related image above it, and students use a word bank to complete the blanks. For example, above the sentence ("If my father had a lot of money, he would _____"), there is a picture of a luxury car. Students choose the correct phrase from the word bank, such as "buy a luxury car" and write it in the blank. Other examples include a girl with a travel map for "If my sister had enough money, she would _____". (answer: travel the world), and a boy holding a puppy for "If my brother were a vet, he would _____". (answer: help animals). After finishing, students share their answers, and the teacher provides feedback. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about family members' dreams and aspirations in English by using the target grammar.

Activity 2: Family Fortune Game

The teacher organises a "Family Fortune Game" where students work in pairs. Each pair receives a set of cards with incomplete unreal conditional sentences and matching picture cards. For example, a card might read, "If my mother had more time, she would _____", and a corresponding picture card shows a woman painting. Students discuss and select the most suitable phrase from a word bank (e.g., "paint pictures, read books, travel to Paris"). They complete the sentence verbally and match it to the picture. After discussing in pairs, each pair shares their completed sentences with the class, explaining their choices. The teacher provides feedback on grammar and vocabulary, encouraging accuracy and fluency. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 13: LIFE IN THE NEIGHBOURHOOD, CITY AND SOCIAL LIFE

Sub-themes: Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city

This theme is centred on the concept of "life in the neighbourhood, city and social life", and covers the sub-themes of "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city". 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 33

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, 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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.L2. Students can bring together the information in the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.R1. Students can prepare for reading the content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.R2. Students can bring information together about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" through skimming, scanning and detailed reading.

e) *Students skim the current content by looking very quickly and carefully at the surrounding visual*

materials to identify its general focus.

f) *Students scan the current content by reading it silently and quickly to find key and major components.*

g) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*

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

ENG.PREP.13.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city", 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.PREP.13.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.W3. Students can construct new written content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.W4. Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.S2. Students can analyse and understand the model content related to 'life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city".

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.PREP.13.S4. Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.S5. Students can reconstruct the information about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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 AND SOCIAL LIFE

Sub-themes: "Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for cultural and historical places in the neighbourhood and the city:
Nouns: A (historic) arch, architecture, a castle, a cathedral, a (historic) city wall, a column, a community centre, an exhibition, a fountain, a gallery, a monument, a mosque, a museum, a palace, ruins, a square, a statue, a temple, a theatre, a tomb, a tower. Adjectives: Ancient, artistic, cultural, decorative, famous, historical, local, modern, scenic, significant, traditional, unique, urban.
Vocabulary for festivals and events in the neighbourhood and the city:
Nouns: An (art) exhibition, a carnival, a celebration, a cultural event, a festival, a parade, a performance, a theatre show. Adjectives: Annual, artistic, cultural, exciting, famous, historical, local, magnificent, memorable, remarkable, significant, traditional, unique, vibrant. Verbs: To celebrate, to attend, to organise, to participate, to promote, to enjoy, to display, to experience, to showcase.
Vocabulary for problems in the neighbourhood and the city:
Nouns: Air pollution, a broken road, rubbish (garbage, trash-AmE), litter, a noise pollution, overcrowding, traffic, waste, water pollution. Adjectives: Crowded, unsafe. Verbs: to fix, to reduce, to solve.
Vocabulary for the problems in the neighbourhood:
Nouns: Location, locals (people). Adjectives: Local, located,
Vocabulary for solutions to the problems in the neighbourhood:
Nouns: Accommodation, housing, Verbs: to report.
Vocabulary for the sustainability in the neighbourhood:
Nouns: Green projects, a green space, a recycling bin shelter. Verbs: to recycle.
Vocabulary for eating outside in the neighbourhood:
Nouns: A starter (appetiser-AmE), a takeaway, a street vendor, a delivery.
Vocabulary for the projects for food maintenance and delivery:
Nouns: A meal, an event, a waste.

*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 Curriculum.

Background Grammatical Structures in Use:

-"Shall" for Suggestions and Polite Offers: (Positive, Negative, and Interrogative Forms): Shall we attend the meeting?)
-"Can" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Can you tell me the fastest way to get to the city centre?)
-"Might" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Might we take a

different route to the concert to avoid traffic?

***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:

-Passive Voice with Modals: (Positive, Negative, and Interrogative Forms): (The streets must be cleaned every morning. The streets can't be / cannot be cleaned in the morning. Might the streets be cleaned in the morning?)
-"Shall" for Suggestions and Polite Offers: (Positive, Negative, and Interrogative Forms): Shall we attend the meeting?)
-"Can" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Can you tell me the fastest way to get to the city centre?)
-"Might" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Might we take a different route to the concert to avoid traffic?)

Functions of the Background Grammatical Structures in Use:

-Use of "Shall" for Suggestions and Polite Offers: Expressing a willingness to do something for someone and making polite suggestions and/or offers, usually with the first person (I/we).
-Use of "Can" for Polite requests and Probability: Making polite requests, especially when asking for permission or asking someone to do something, and expressing possibility or probability, particularly when something is likely or achievable.
-Use of "Might" for Polite requests and Probability: Expressing more formal or tentative polite requests than "can", showing respect and politeness when asking for permission or making a suggestion. Expressing probability or possibility when something is less certain than with "can" or "will".

Functions of the Target Grammatical Structures in Use:

-Use of Passive Voice with Modals: Emphasising the action or the object of the sentence rather than the subject, especially when the doer is unknown, implied or unimportant.
-Use of "Shall" for Suggestions and Polite Offers: Expressing a willingness to do something for someone and making polite suggestions and/or offers, usually with the first person (I/we).
-Use of "Can" for Polite requests and Probability: Making polite requests, especially when asking for permission or asking someone to do something, and expressing possibility or probability, particularly when something is likely or achievable.
-Use of "Might" for Polite requests and Probability: Expressing more formal or tentative polite requests than "can", showing respect and politeness when asking for permission or making a suggestion. Expressing probability or possibility when something is less certain than with "can" or "will".

Target Social Language Expressions in Use:

That's a blast from the past!
This museum is steeped in history!
This historical ruin is a window into the past!
This food festival is a feast for the senses!
This city never sleeps!

Target Phonological Sounds in Use:

Vowel: u
Vowel: u: (/juː/, /ʌ/, /juː/, silent /u/)

*(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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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 the preparatory year of an upper secondary school may know what "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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

Cultural places, historical places, neighbourhood, cities, cultural places in the neighbourhood, cultural places in the city, historical places in the neighbourhood, historical places in the city, festivals, events, festivals in the neighbourhood, festivals in the city, events in the neighbourhood, event in the city, problems, problems in the neighbourhood, problems in the city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design a detailed project exploring the cultural and historical places, festivals and events, and problems in their neighbourhood and city. The project will start by identifying significant cultural and historical sites, such as monuments, museums, or landmarks, and explaining their importance to the community. Students will also research festivals and events that take place in their area, discussing how these celebrations bring people together and reflect local traditions. Additionally, the project will focus on identifying common problems in the neighbourhood and city, such as traffic, pollution, or lack of public spaces, and students will propose practical solutions to address these issues. The project will include a written report summarising the findings, supported by visuals such as photographs, maps, or charts to enhance the presentation. Students are encouraged to interview local residents or use other resources to gather more insights into the topics. Along with the report, students will prepare a short oral presentation to share their findings with the class, focusing on the most interesting cultural or historical aspects, key festivals, and the proposed solutions to local problems. The assignment will be evaluated by using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the neighbourhood and city & social life with its components such as cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "life in the neighbourhood and city & social life" in English from previous themes and/or years such as "a sightseeing place, a historical ruin, to visit, to celebrate, etc." and also some structures

such as "How can I go to the museum in the city centre? They must clean the streets regularly." 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 the preparatory year of an upper secondary school are ready to learn the concept of "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual 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 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 "life in the neighbourhood and city including social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 and city & 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 and city & social life" to prepare themselves to work on guessing the topic of the current theme, "life in the neighbourhood and city including social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" **(V5.1, V19.3, V20.2, 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).**

ENG.PREP.13.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 and city including social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V5.1, V19.3, V20.2, 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.PREP.13.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 and city including social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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, V5.1, V19.3, V20.2, 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 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, V5.1, V19.3, V20.2, 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.PREP.13.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.PREP.13.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 neighbourhood and city including social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city". 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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city **(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 "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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 "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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.PREP.13.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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" **(D3.6, V5.1, V19.3, V20.2, 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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city 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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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, V19.3, V20.2, 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.PREP.13.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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" 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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.13.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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city 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, V19.3, V20.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.13.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.PREP.13.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" through their writing tasks **(V5.1, V19.3, V20.2, 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.PREP.13.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.PREP.13.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.PREP.13.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 and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V5.1, V19.3, V20.2, 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.PREP.13.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.PREP.13.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.PREP.13.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 and city including social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city" **(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.PREP.13.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 and historical places, festivals/events, and city problems in English for enhancing critical thinking and speaking skills.

Activity 1: Listen, Analyse, and Debate

The teacher provides a detailed listening text describing cultural and historical places, festivals/events, and city problems, along with visuals representing these elements. Students listen carefully and analyse the key points or themes in the descriptions (e.g., the importance of preserving historical landmarks, the significance of cultural festivals, or solutions to urban problems) and then they categorise them. After sequencing the visuals based on the text, students form groups to discuss and debate topics such as "Why are cultural festivals important for community identity?", or "What are the most effective ways to solve city problems like pollution or overcrowding?". The teacher facilitates the discussion, encouraging students to use target vocabulary and supporting their critical thinking skills. Students reflect on their thoughts and feelings about the activity.

Objective: To talk about cultural and historical places, festivals/events, and city problems in English for improving collaborative speaking and problem-solving skills.

Objective: To talk about cultural and historical places, festivals/events, and city problems in English by using the target vocabulary and the target grammar.

Activity 2: Role-Play: City Council Meeting

The teacher gives each student a role, such as city mayor, environmentalist, cultural heritage expert, local resident, or event organiser. Students receive simple instructions about their role and concerns (e.g., preserving a historical building, planning a festival, or solving traffic problems). In small groups, they act as members of a city council and discuss these issues. Each student shares their ideas, explains their concerns, and suggests solutions. The group works together to decide on the best solution for the issue. The teacher monitors and gives feedback on target vocabulary usage and how well students communicate their ideas. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about cultural and historical places, festivals/events, and city problems in English by using the target vocabulary and the target grammar.

Activity 1: Explore and Match

The teacher prepares digital or physical cards with pictures of cultural and historical places (e.g., mosques, museums, castles), festivals/events (e.g., carnivals, concerts, parades), and city problems (e.g., traffic, litter, air pollution) along with cards displaying their names. Students first match each picture with its correct name. After matching, they create sentences using the target grammar to describe each category (e.g., "There is a beautiful mosque in our neighbourhood", "We will celebrate the carnival next month", "Traffic is a big problem in the city", "What can/should we do for the problems?", "What can be done to solve this problem?"). The teacher provides feedback on grammar and pronunciation, ensuring the sentences are clear and correctly structured. Students reflect on their thoughts and feelings about the activity.

Objective: To identify cultural and historical places, festivals/events, and city problems in English by using the target vocabulary and the target grammar.

Activity 2: Listen and Order

The teacher provides visuals depicting cultural and historical places, festivals/events, and city problems and plays a listening text describing these elements in a sequence. Students listen carefully and arrange the visuals in the order mentioned in the text. After sequencing the visuals, they describe the sequence using sentences in the target grammar (e.g., "There is an ancient castle near the city", "Next week, the city will host a cultural festival", "Traffic is one of the main problems in the neighbourhood", "What can/should we do for the problems?", "What can be done to solve this problem?"). The teacher provides feedback on their grammar, pronunciation, and clarity of expression. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 14: LIFE IN THE WORLD AND CULTURE

Sub-themes: Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.14.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.L2. Students can bring together the information in the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.L3. Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.R1. Students can prepare for reading the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.R2. Students can bring information together about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.R3. Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W3. Students can construct new written content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W4. Students can practise producing written content based on the current theme "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W5. Students can engage in the process of writing related to the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.S2. Students can analyse and understand the model content related to "Life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.S4. Students can construct meaningful spoken content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.S5. Students can reconstruct the information about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 AND CULTURE

Sub-themes: "Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for capitals of countries:
London- England, Berlin- Germany, Madrid- Spain, Athens- Greece, Vienna- Austria, Beijing- China, Islamabad- Pakistan, Seoul-South Korea, Washington, D.C. -the USA, Moscow-Russia, Baku-Azerbaijan, Nur-Sultan-Kazakhstan, Ashgabat- Turkmenistan, Bishkek- Kyrgyzstan, Tashkent- Uzbekistan, Budapest-Hungary, Lefkosia (Nicosia) -Turkish Republic of Northern Cyprus, Rome-Italy, Paris-France.
Vocabulary for landmarks and famous places in capitals and cities:
Nouns: A tourist attraction, a historical site, a city hall, an embassy, a world heritage (site), population. Verbs: To go abroad, to go sightseeing, to explore, to admire, to represent, to protect, to preserve, to walk around.
Landmarks: The Hagia Sophia Grand Mosque- Türkiye, Blue Mosque- Türkiye, Eiffel Tower- France, Taj Mahal-India, Colosseum-Italy, Big Ben -London, Sydney Opera House- Australia, Galata Tower- Türkiye, Sagrada Familia- Spain, the Pyramids of Giza- Egypt, the Great wall of China-China,
Adjectives: Iconic, historic, ancient, modern, impressive, breathtaking, awesome, must-see, (to be) worth seeing, inspiring.
Vocabulary for cultural differences in different parts of the world:
Nouns: Culture, festivals, traditions, customs, beliefs, superstitions, hospitality, cuisine, religion, traditional dresses, similarities. Adjectives: Multicultural, familiar, foreign, tolerant. Verbs: To greet, to respect, to adapt, to celebrate, to influence, to compare, to experience, to be aware.

*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 Curriculum.

Background Grammatical Structures in Use

(Positive, Negative, and Interrogative Forms):
-The Simple Present Tense: (She always admires the architecture of the Blue Mosque in İstanbul.)
-The Present Progressive Tense-: (They're / are visiting the Pyramids of Giza now.)
-The Present Perfect Tense: (I've / have visited the Hagia Sofia many times so far.)
-The Present Perfect Progressive Tense: (He's / has been exploring the historic sites in Türkiye since last month.)
-The Simple Past Tense: (She visited the Great Wall of China last year.)
-The Past Progressive Tense: (He was walking around the Colosseum in Rome when it started to rain.)
-The Simple Future Tense): (She'll / will go sightseeing in Madrid next week.)

*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 (Positive, Negative, and Interrogative Forms): (We had visited the museum before we had lunch. We hadn't /had not visited the museum before we had lunch. Had you visited the museum before you had lunch?)
-Reported Speech with Mixed Tenses (Positive, Negative, and Interrogative Forms):
(The Simple Present Tense): (She said that she admired the architecture of the Blue Mosque in İstanbul.)
(The Present Progressive Tense): (They told us that they were visiting the Pyramids of Giza the following day.)
(The Present Perfect Tense): (He reported that he had explored the historic sites in Türkiye.)
(The Present Perfect Progressive Tense): (She said that she had been admiring the Galata Tower for years.)
(The Simple Past Tense): (She said that she had visited the Great Wall of China the previous year.)
(The Past Perfect Tense): (He said that he had already seen the Sydney Opera House before visiting the museum.)
(The Simple Future Tense): (She said that she would go sightseeing in Madrid the following week.)
(Be Going to Future Tense): (They asked if they were going to visit the Taj Mahal that summer.) Verbs: To say, to tell, to ask, to report, to order, to request. Answers: with: "Yes and no".
-Modals in the past (Could/Should/Would/Might have V3)(Positive, Negative, and Interrogative Forms):
Could have + V3: (Expressing ability: She could have finished the project but she didn't / did not have enough resources.)
Should have + V3: (Expressing advice: He should have explored the historical sites in Berlin last summer.)
Would have + V3: (Expressing hypothetical situations: They would have gone sightseeing in Paris if they had had more time.)
May have + V3: (Expressing past possibility: He may have been to the Colosseum, but I'm not sure).
Might have + V3: (Expressing uncertainty or possibility: She might have visited the Eiffel Tower when she was in France).
-Be Going to Future Tense: (They're / are going to visit the Taj Mahal this summer.)

Functions of the Background Grammatical Structures in Use:

-The Simple Present Tense: Expressing, habits, routines, and facts.
-The Present Progressive Tense-: Expressing actions happening now.
-The Present Perfect Tense: Expressing actions done at an unspecified time until now.
-The Present Perfect Progressive Tense: Expression actions that started in the past and are still continuing.
-The Simple Past Tense: Expressing actions finished in the past.
-The Past Progressive Tense: Expressing actions happening at a specific moment in the past.
-The Simple Future Tense): Expressing future actions and/or plans.
-Be Going to Future Tense: Expressing planned future actions.

Functions of the Target Grammatical Structures in Use:

-Use of the Reported Speech: Expressing what someone else has said, asked, or instructed (by changing verb tenses, pronouns, and time expressions appropriately) to reflect indirect speech.
-Use of the Past Perfect Tense: Describing one past action or event happened before another past action or event. (It makes the order of past events clear.)
-Use of Modals in the past (Could/Should/Would/Might have V3): Expressing unrealised possibilities or abilities, advice or criticism about past actions, hypothetical or imagined situations, and uncertainty about whether something happened.

Target Social Language Expressions in Use:

All roads lead to Rome!
Ankara is the heartbeat of our nation!

Power meets culture there!
A bridge to the past!
A melting pot of cultures!

Target Phonological Sounds in Use:

Consonants: v, w
Consonants: v: (/vi:/, /v/); w: (/w/), silent /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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 the preparatory year of an upper secondary school may know what "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world" 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

Capitals, countries, capitals of countries, landmarks, famous places, landmarks in capitals, famous places in capitals, landmarks in cities, famous places in cities, cultural differences, different parts of the world, cultural differences in different parts of the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and write a project about their ideal world tour. In this project, they will focus on different capitals of countries, famous landmarks, and cultural differences in various cities. They will describe their ideal travel experiences, including the roles and activities of people in these cities. Students will write scripts for the characters representing different countries, landmarks, and local traditions. These characters will act out various scenarios and interactions to showcase cultural diversity and famous attractions. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the world and culture with its components such as capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 in the preparatory year of an upper secondary school may know what capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 in the preparatory year of an upper secondary school, 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 "Canada, Germany, Spain, museum, historical and so on" and also some structures such as "You should visit the pyramids of Giza. They were walking around the Colosseum when it started to rain." 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 the preparatory year of an upper secondary school are ready to learn the concept of "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 recall the concept "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world" **(V4.5, V5.1, V14.3, V19.1, 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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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, V14.3, V19.1, V19.2, 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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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, V14.3, V19.1, V19.2, 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, V4.5, V5.1, V14.3, V19.1, V19.2, 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.PREP.14.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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.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: capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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, 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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 **(D3.1, 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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 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.PREP.14.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.PREP.14.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.PREP.14.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: "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world" **(D3.6, V4.5, V5.1, V14.3, V19.1, V19.2, 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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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, V14.3, V19.1, V19.2, 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.PREP.14.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.PREP.14.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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.14.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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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, V14.3, V19.1, V19.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.14.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.PREP.14.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world" through their writing tasks **(V4.5, V5.1, V14.3, V19.1, V19.2, 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.PREP.14.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.PREP.14.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.PREP.14.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 "capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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 thespeaking model/example carefully **(V3.3, V4.5, V5.1, V14.3, V19.1, V19.2, 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.PREP.14.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.PREP.14.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.PREP.14.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 capitals of countries; landmarks and famous places in capitals and cities; cultural differences in 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.PREP.14.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 capitals and their famous attractions in English by using the target vocabulary and the target grammar.

Activity 1: Listening and Reporting on Capitals and Attractions

Students listen to a recording about different capitals and their attractions in order ("First, Ankara and Anıtkabir, Paris and the Eiffel Tower, then London and Big Ben".). Each student receives a worksheet with pictures of these places and writes numbers next to the pictures based on the order they hear. They listen a second time to gather detailed information, such as "The Eiffel Tower represents Paris's modern and iconic architecture". Next, students write sentences in reported speech using the details, like "The speaker said that the Eiffel Tower represents Paris's modern and iconic architecture". A third listening is done to check and add any missing information. Finally, students exchange worksheets with each other for peer correction, and the teacher provides feedback to improve the use of target grammar and target vocabulary. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify capitals and their famous attractions in English by using the target vocabulary and the target grammar.

Activity 1: The teacher prepares two sets of cards, either physical or digital (via a web 2.0 tool): one set with capitals ("Ankara, Paris, London") and another with attractions ("Eiffel Tower, Big Ben"). Students match the cards, then take turns forming sentences such as, "Paris is famous for the Eiffel Tower". After a student says a sentence, the teacher points to that student and asks another student, "What did [Student's Name] say?". The second student answers using reported speech, for example, "He said that Paris is famous for the Eiffel Tower". This continues until all matches are completed. Finally, the teacher gives supportive feedback after each response. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 15: LIFE IN NATURE AND GLOBAL PROBLEMS

Sub-themes: Natural resources; animals in nature and their habitats; protecting natural resources and animals

This theme is centred on the concept of "life in nature and global problems", and covers the sub-themes of "natural resources, animals in nature and their habitats, protecting natural resources and animals". 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.L2. Students can bring together the information in the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.R1. Students can prepare for reading the content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.R2. Students can bring information together about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals", 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.PREP.15.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.W3. Students can construct new written content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.W4. Students can practise producing written content based on the current theme "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.S2. Students can analyse and understand the model content related to "Life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals".

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.PREP.15.S4. Students can construct meaningful spoken content about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.S5. Students can reconstruct the information about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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 AND GLOBAL PROBLEMS

Sub-themes: "Natural resources, animals in nature and their habitats, protecting natural resources and animals"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for natural resources:
Nouns: Habitat, effect, recycling, sustainability, conservation, protection, pollution, erosion, destruction, waste, shortage.
Vocabulary for types of natural resources:
Nouns: Renewable resources (solar energy, wind energy, and hydroelectric power), non-renewable resources (coal, natural gas, and crude oil), living resources (forests, animals, and marine life), non-living resources (minerals like iron and gold, and resources like air and water).
Vocabulary for the use of natural resources:
Verbs: To generate, to supply, to maintain, to consume, to waste.
Vocabulary for the protection of natural resources:
Verbs: To protect, to preserve, to support, to prevent, to avoid, to reuse, to recycle, to restore, to replant, to affect, to pollute, to reduce, to destroy, to damage, to conserve. Phrases for natural resources: Greenhouse gases, greenhouse effect, carbon footprint, global warming, climate change, fossil fuel, energy/resource consumption, energy efficiency, clean energy, zero waste, wildlife preservation, sustainable development, eco-friendly.

Vocabulary for types of animals:
Nouns: Mammal, reptile, amphibian, insect, carnivore, herbivore, omnivore, endangered species.
Vocabulary for animal behaviours (behavior AmE.):
Nouns: Predator, prey, species, hunting, nesting.
Vocabulary for animal habitats:
Nouns: Habitat loss, hunting, poaching, extinction, a jungle, a desert, a savanna, wetland, grassland, steppe.
Vocabulary for animal features:
Nouns: A scale, a claw, a horn, a beak, a trunk, a whisker, a fin.

***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 Curriculum.

Background Grammatical Structures in Use

-The Past Perfect Tense: (Positive, Negative, and Interrogative Forms): (The team had cleaned the beach before the tourists came). The team hadn't / had not cleaned the beach before the tourists came). (Had the team cleaned the beach before the tourists came?)
-Needn't, Mustn't (for Obligation): (You needn't come to shopping if you are busy) (You mustn't go out of the school 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:

-The Past Perfect Progressive Tense: (Positive, Negative, and Interrogative Forms)(The volunteers had been helping animals before the fire ended. The volunteers hadn't / had not been helping animals before the fire ended. Had the volunteers been helping animals before the fire ended?)
-Third Conditional (3) (Unreal Past Situations): If he had studied harder, he would have passed the exam); (Hypothetical outcomes in the past: We would have met at the café, if you had remembered); (Regret or criticism: If I had known about traffic, I would have left earlier.)

Functions of the Background Grammatical Structures in Use:

-Use of the Past Perfect Tense: Describing an action or state completed before another action or point in the past.
-Use of "Needn't, Mustn't (for obligation)": Expressing strong obligation (and prohibition) not to do something.

Functions of the Target Grammatical Structures in Use:

-Use of the Past Perfect Progressive Tense: Describes an action that was going over a period of time before another action or point in the past.

-Use of the Third Conditional (3): Expressing an unreal past situation and its imagined (hypothetical) result situations.
-Use of Modals in the past with the Third Conditional (3): Expressing lack of necessity and absence of obligation.

Target Social Language Expressions in Use:

Let's put a drop in the ocean!
Our forests are running on empty!
Live off the land!
That's the tip of the iceberg!
Pollution is a cloud on the horizon!

Target Phonological Sounds in Use:

Consonants: x, y
Consonants: x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /iː/)
*(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, animals in nature and their habitats, protecting natural resources and animals" 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 the preparatory year of an upper secondary school may know what "natural resources, animals in nature and their habitats, protecting natural resources and animals" 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, animals, nature, habitats, animals in nature, animals' habitats, protecting natural resources, protecting animals.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and present a project that explores the challenges and solutions related to natural resources, wildlife, and environmental protection. They will research the importance of conserving natural resources and animal habitats, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students will 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 climate change, protecting endangered species, or raising awareness about sustainable practices. The assignment will be evaluated using rubrics.

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, animals in nature and their habitats, protecting natural resources and animals" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what natural resources, animals in nature and their habitats, protecting natural resources and animals 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 the preparatory year of an upper secondary school, 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 "to go camping, walking, resource, habitat and so on" and also some structures such as "If they do not take necessary precautions, some species may become extinct. If he left earlier, he would not be stuck in traffic." 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 the preparatory year of an upper secondary school are ready to learn the concept of "natural resources, animals in nature and their habitats, protecting natural resources and animals" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, small pictures 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 pictures 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 "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources andanimals" 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" **(V5.2, V5.3, V9.3, V17.2, V17.3, 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V5.2, V5.3, V9.3, V17.2, V17.3, 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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" 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, V9.3, V17.2, V17.3, 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, V9.3, V17.2, V17.3, 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.PREP.15.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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals". 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.PREP.15.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: natural resources, animals in nature and their habitats, protecting natural resources and animals **(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 "natural resources, animals in nature and their habitats, protecting natural resources and animals" 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 "natural resources, animals in nature and their habitats, protecting natural resources and animals" 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 "natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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.PREP.15.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.PREP.15.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: "natural resources, animals in nature and their habitats, protecting natural resources and animals" **(D3.6, V5.2, V5.3, V9.3, V17.2, V17.3, 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.PREP.15.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 natural resources, animals in nature and their habitats, protecting natural resources and animals 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 "natural resources, animals in nature and their habitats, protecting natural resources and animals" 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, V9.3, V17.2, V17.3, 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.PREP.15.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.PREP.15.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 "natural resources, animals in nature and their habitats, protecting natural resources and animals" 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.PREP.15.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 natural resources, animals in nature and their habitats, protecting natural resources and animals in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.15.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.PREP.15.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 natural resources, animals in nature and their habitats, protecting natural resources and animals 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, V9.3, V17.2, V17.3, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.15.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.PREP.15.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "natural resources, animals in nature and their habitats, protecting natural resources and animals" through their writing tasks **(V5.2, V5.3, V9.3, V17.2, V17.3, 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.PREP.15.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.PREP.15.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.PREP.15.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 "natural resources, animals in nature and their habitats, protecting natural resources and animals" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V5.2, V5.3, V9.3, V17.2, V17.3, 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.PREP.15.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.PREP.15.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.PREP.15.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, animals in nature and their habitats, protecting natural resources and animals" **(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.PREP.15.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 reflect on environmental issues in English by using target grammar and target vocabulary in a meaningful context to describe past actions and suggest better solutions.

Activity 1: Writing Reflection-Letter to the Future Generation

Students write a letter to a future generation about past actions that harmed the environment and suggest better solutions, such as "We had polluted rivers before realising the harm", or "If we had recycled earlier, we could have reduced waste". The letters include at least three environmental issues and vocabulary like pollution, recycling, and habitat loss. After writing, students place their letters in a box. One student picks a letter randomly, reads it aloud, and shares their thoughts with the class. The teacher gives feedback at the end, focusing on target grammar and target vocabulary use. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To help students identify natural resources, animals, and habitats in English by using target vocabulary through a fun game.

Activity 1: Bingo

Nature Bingo is a fun vocabulary activity. Students use 5x5 bingo cards with pictures representing target vocabulary words (e.g., a recycling bin for recycling, a polar bear for endangered species). The teacher prepares word cards that match these pictures, draws them randomly like in tombola, and reads the word aloud. The teacher can also show the word to beginners. Students listen carefully, find the matching picture, and mark it on their bingo cards with markers or chips. The game ends when a student marks five pictures in a row (horizontally, vertically, or diagonally) and shouts "Bingo!" to win. Optionally, the first student to mark three pictures can call out "Chinco!" as a milestone. The teacher gives constructive and supportive feedback to students to encourage their learning. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-PREP YEAR-LEVEL: B1

THEME 16: LIFE IN THE UNIVERSE AND FUTURE

Sub-themes: Astronaut life on space stations; space explorations; life in the future

This theme is centred on the concept of "life in the universe and future", and covers the sub-themes of "astronaut life on space stations; space explorations; life in 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 33

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, 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 PREP is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.PREP.16.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.L2. Students can bring together the information in the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.L3. Students can make sense of and derive meaning from the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.R1. Students can prepare for reading the content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.R2. Students can bring information together about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.R3. Students can make sense of and derive meaning from the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.W3. Students can construct new written content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.W4. Students can practise producing written content based on the current theme "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.W5. Students can engage in the process of writing related to the content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.W6. Students can reconstruct their writing about the current theme on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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.PREP.16.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.S2. Students can analyse and understand the model content related to "Life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.S4. Students can construct meaningful spoken content about "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.S5. Students can reconstruct the information about "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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 IN THE UNIVERSE AND FUTURE

Sub-themes: "Astronaut life on space stations; space explorations; life in the future"

Target Vocabulary in Use:

Vocabulary for Space:
Nouns: An alien, a galaxy, a planet, a probe, an asteroid, a comet, a mission, a sample, a spacecraft, data, outer space, gravity, habitat. Adjectives: Lunar, cosmic, harsh, revolutionary, artificial, interplanetary. Verbs: To explore, to launch, to orbit, to capture, to colonise, to navigate, to rotate, to revolve. Equipment for space explorations: Nouns: A space shuttle, a rocket, a space capsule, a satellite, a space suit.
Vocabulary for technology and innovation in the future:
Nouns: Artificial intelligence (AI), automation, robotics, nanotechnology, virtual reality (VR), space colonisation.
Vocabulary for future life:
Nouns: Globalisation, urbanisation, bioengineering, cyber security, lifespan. Adjectives: Remote, autonomous, smart, flexible. Verbs: To influence, to extend, to enhance, to upgrade, to optimise, to simulate, to adapt, to evolve, to embrace, to sustain, to transplant, to promote.

*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 Curriculum.

Background Grammatical Structures in Use:

-The Simple Future Tense (Positive, Negative, and Interrogative Forms): (The team will prepare a project on space tourism next term. The team won't/will not prepare a project on space tourism next term. Will the team prepare a project on space tourism next term?)
-The Present Perfect Tense (Positive, Negative, and Interrogative Forms): The team have prepared a project on space tourism since last year.) The team haven't / have not prepared a project on space tourism since last year. Have the team prepared a project on space tourism since last 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:

-The Future Perfect Tense (Positive, Negative, and Interrogative Forms): (By the year 2100, people will have colonised Mars and built sustainable habitats. (By the year 2100, people won't / will not have built sustainable habitats. (By the year 2100, will people have colonised Mars and built sustainable habitats?)
-The Future Perfect Progressive Tense (Positive, Negative, and Interrogative Forms): (By 2050, researchers will have been exploring interplanetary travel for over three decades. By 2050, researchers won't / will not have been exploring interplanetary travel for over three decades. By 2050, will researchers have been exploring interplanetary travel for over three decades?)
-Question Tags with the Future Perfect Tense: (Scientists will have completed the mission to collect asteroid samples, won't they?) (We won't / will not have completed the moon station by 2035, will we?)

Functions of the Background Grammatical Structures in Use:

-Use of the Simple Future Tense (will): Describing actions or events that will happen in the future by expressing decisions, predictions, offers, and promises.
-The Present Perfect Tense: Expressing actions that happened at an unspecified time before now or still affect now.

Functions of the Target Grammatical Structures in Use:

-Use of the Future Perfect Tense: Describing actions that will be completed before a specific time in the future.
-Use of the Future Perfect Progressive Tense: Emphasising the duration of an action that will continue up until a specific time in the future.
-Use of Question Tags with the Future Perfect Tense: Seeking confirmation or agreement about future accomplishments or predictions.

Target Social Language Expressions in Use:

That is out of this world!
Humans shoot for the stars!
This space research is light-years ahead!

Blast from the past, rocket to the future!
I love my mother/father/friend to the moon and back!

Target Phonological Sounds in Use:

Consonant: z
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 "astronaut life on space stations; space explorations; life in 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 the preparatory year of an upper secondary school may know what "astronaut life on space stations; space explorations; life in the future" 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

Astronauts, life, space stations, astronaut life, astronaut life on space stations, space, explorations, space explorations, future, life in the future.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and write a project that envisions humanity's future in space, exploring topics such as space exploration missions and predictions for life in the future. They will focus on creating detailed plans for hypothetical space colonies, interplanetary travel, and the challenges of living in outer space. Students will develop scripts for astronauts, scientists, and futuristic innovators who are involved in space explorations and technological advancements. Through role-playing, they will simulate missions, debates, and discoveries. They will use the target vocabulary and grammar to develop persuasive arguments, present scientific findings, and hypothesise about the future of humanity in the cosmos. The project will be presented in the class where they act out their roles, supported by visuals. The assignment will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the universe and future with its components such as astronaut life on space stations; space explorations; life in the future" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the preparatory year of an upper secondary school may know what astronaut life on space stations; space explorations; life in 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 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 the preparatory year of an upper secondary school, they are expected to know some basic vocabulary about "life in the universe and future" in English from previous themes and/or years such as "planet, space, mission and so on" and also some structures such as "Astronauts will be living in lunar habitats 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 the preparatory year of an upper secondary school are ready to learn the concept of "astronaut life on space stations; space explorations; life in the future" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual 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 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 the concept "life in the universe and future with astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in the future" **(V3.3, V11.1, LS1, LS3, 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.PREP.16.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 astronaut life on space stations; space explorations; life in the future" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, V11.1, 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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, V3.3, V11.1, 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, V3.3, V11.1, 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.PREP.16.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.PREP.16.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 astronaut life on space stations; space explorations; life in 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, 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.PREP.16.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: astronaut life on space stations; space explorations; life in 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, 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 "astronaut life on space stations; space explorations; life in 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 "astronaut life on space stations; space explorations; life in 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 "astronaut life on space stations; space explorations; life in 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.PREP.16.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.PREP.16.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.PREP.16.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: "astronaut life on space stations; space explorations; life in the future" **(D3.6, V3.3, V11.1, 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.PREP.16.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 astronaut life on space stations; space explorations; life in 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 "astronaut life on space stations; space explorations; life in 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, V3.4, V3.3, V11.1 V14.3, 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.PREP.16.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.PREP.16.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 "astronaut life on space stations; space explorations; life in 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.PREP.16.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 astronaut life on space stations; space explorations; life in the future in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.PREP.16.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.PREP.16.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 astronaut life on space stations; space explorations; life in 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, V3.3, V11.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.PREP.16.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.PREP.16.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "astronaut life on space stations; space explorations; life in the future" through their writing tasks **(V3.3, V11.1, 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.PREP.16.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.PREP.16.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.PREP.16.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 "astronaut life on space stations; space explorations; life in the future" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V11.1, 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.PREP.16.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.PREP.16.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.PREP.16.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 astronaut life on space stations; space explorations; life in the future" **(V4.5, LS3, 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.PREP.16.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 express ideas about space explorations in English by using target vocabulary and target grammar through role-play activities.

Activity 1: Mission to Space: A Role-Play Adventure

Students work in small groups, and the teacher assigned them roles such as an astronaut, a robotics engineer, a biologist, or a mission commander. Each group selects a celestial body (e.g., Mars, Europa, or a newly discovered planet). The teams collaboratively design a space colony to solve environmental problems via space technologies. During the role-play, students present their plans to a "Space Exploration Council" (the rest of the class) using target grammar (e.g., "By 2100, we will have established interplanetary communication".) and vocabulary (e.g., "lunar habitat, artificial intelligence"). They explain and support their ideas by answering questions and feedback, using question tags to make it interactive (e.g., "Our space probe will have collected samples by 2050, won't it?"). The teacher gives constructive feedback, and classmates select the most brilliant plan by voting via emoji cards. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise target vocabulary and pronunciation about space in English in context.

Activity 1: Space Vocabulary Exploration

The teacher begins by showing the visuals of space-related vocabulary, such as spacecraft, galaxy, alien, planet, comet, etc., with the English words written on them, and pronounces each word aloud. After this, the teacher distributes a worksheet to the students. The teacher says a word, and students find the visual that matches the word on their worksheet and raise it. For example, if the teacher says, "This is a spacecraft", students find the picture of a spacecraft on their worksheet and hold it up. This part helps students practice pronunciation and recognise new words. Then the teacher distributes the second worksheet to the students. This worksheet contains sentences with blanks. Next to each blank, there is a visual clue students have just worked on. Students look at the clue and write the correct word in the blank. For example, in the sentence "By 2100, humans will colonise _____", there might be a visual of Mars next to the blank, and students will write "Mars". After completing the sentences, the teacher gives constructive feedback on the students' answers. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

AFTER PREP-YEAR 9

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations

This theme is centred on the concept of "school life and education" and covers the subthemes of "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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. 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, 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

After Prep-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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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.9.1.R1. Students can prepare for reading the content on "school life and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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.9.1.R2. Students can bring information together about the current content on "school life and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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.9.1.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 school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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.9.1.W5. Students can engage in the process of writing related to the content on "school life and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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.9.1.S4. Students can construct meaningful spoken content about "school life and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 school systems (local and international) and different education systems; school traditions, events, and celebration activities; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for comparing different school systems (local and international):
Nouns: A schedule, a process, a curriculum, a structure, an evaluation, diversity, a scheme, a separation.
Verbs: To differ, to eliminate, to adapt, to vary, to distinguish.
Adjectives: Compulsory, distinct, diverse, comprehensive, flexible, structural, intense, broad, efficient, distinct, unequal, comparable.
Adverbs: Adequately, appropriately, consequently, considerably, critically, efficiently, extensively, primarily.
Phrases for different education systems: Individual learning, critical thinking, an extracurricular activity, global citizenship, a multilingual education.
Vocabulary for comparing different education and school systems:
Prepositions: Unlike. Conjunctions: whereas, while.
Adverb: Yet.
Prepositional phrases: in comparison, compared to, contrary to.
Adverbial Phrases: on the contrary, in contrast, on the other hand.
Vocabulary for school traditions, events and celebrations:
Nouns: A school badge, a competition, an award, a tradition, a parade, a debate, a contestant, opening day activities (icebreakers, orientation sessions), an educational excursion, a dance recital, a raffle, an award ceremony.
Verbs: to compete, to perform, to participate, to gather, to present, to volunteer, to host, to support, to cheer.
Adjectives: Annual, traditional, collaborative.

*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 with certain Verbs: (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: (The school wants to organize a book fair. Yet, the students are joining a sports tournament now).
-Adverbs of Frequency (always, never, seldom, sometimes, often, etc): (The curriculum always differs from school to school).
- "May and Might" for Polite Requests: (May I see your passport?)
- "Can and Could" for Polite Requests: (Can I see the manager? Could you say it again?)

-Articles and Quantifiers (A, an, the, zero article, one): (This international school hosts a folk dance recital every year).
-Question Tags with the Simple Present Tense and the Present Progressive Tense: (She is organising an art exhibition, isn't she?)
- "Shall" for Polite Requests: (Shall we go to the exhibition?)

Functions of the Grammatical Structures in Use:

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

Target Social Language Expressions in Use:

Education is the passport to the future.
Teamwork makes the dream work!
Stay curious, stay hungry for knowledge!
We have different systems, but the goal is the same.

Target Phonological Sounds in Use:

-Intonation for positive statements, negative statements, questions, and question tags.
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "school life and education with its components such as Comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 (after prep) year 9 of an upper secondary school may know what "school life and education with its components such as Comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" 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, school life, education, school systems, different school systems, local school systems, international school systems, comparing school systems, comparing local and international school systems, education systems, comparing education systems, school traditions, school events, celebration activities, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "School Life and Education" with a specific focus for comparing different school systems (both local and international), different education systems, and also school traditions, events, and celebrations. Students will research and prepare a multimedia presentation by comparing the structure, curriculum, and teaching methods of schools in their country with those in another country of their choice. They will also examine how schools around the world celebrate national days, festivals, and other events. The project will include visual aids such as posters or slides, and also a reflection on how these traditions and systems shape student experiences and learning. Finally, students will offer their own ideas for a new event or celebration that could enrich school life and develop cultural understanding. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "school life and education with its components such as Comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 the after prep year 9 of an upper secondary school may know what Comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations mean in their 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 the after prep year 9 year of an upper secondary school, they are expected to know some basic vocabulary about "school life and education" and also some necessary structures 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 the after prep year 9 of an upper secondary school are ready to learn the concept of "school life and education with its components such as Comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" 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 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 "school life and education with comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; 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 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 school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" **(V4.5, V14.3, V19.1, 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 and education with comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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, V14.3, V19.1, V19.2, 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.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 and education with comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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, V14.3, V19.1, V19.2, 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, V4.5, V14.3, V19.1, V19.2, 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.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, V19.1, V19.2, 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 and education with comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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: comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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: "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" **(D3.6, V4.5, V14.3, V19.1, V19.2, 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.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 comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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, V19.1, V19.2, 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.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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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 comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; 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, V19.1, V19.2, 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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" through their writing tasks **(V3.4, V7.2, V7.3, LS9, 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 "comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V4.5, V14.3, V19.1, V19.2, 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.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 and education with comparing different school systems (local and international); comparing different education systems; school traditions, events, and celebration activities; national days and celebrations" **(V4.5, V19.1, V19.2, 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 write about school systems and school traditions in English through a discussion activity by using target vocabulary and grammar.

Activity 1: School Systems and Events

Students write a short paragraph to compare two school systems (e.g. local and international) using words such as "schedule, curriculum, and diversity" and phrases such as "unlike, in comparison, and whereas". Next, they describe a school event they create, such as a talent show or cultural fair; they use target vocabulary such as "organise, perform" and descriptive words such as "collaborative, competitive, traditional". Students share their work with their classmates for feedback, and the teacher checks their use of language including target vocabulary and grammar and provides constructive feedback. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe different school systems and school traditions in English through a matching activity by using target vocabulary.

Activity 1: Vocabulary and Grammar Booster

Students work in a vocabulary matching game for different school systems and school traditions by working on target vocabulary and grammar. In pairs, they match vocabulary cards (e.g. schedule, curriculum, celebration, tradition) with their corresponding definitions or example sentences (e.g. "A planned series of events or tasks for a school day" for schedule), supported by visual aids and example contexts. Next, they will complete sentences by selecting the correct verb form to make a difference between the Simple Present (e.g. "The teacher organises a book fair every year") and the Present Progressive Tense (e.g. "The students are attending a talent show now"). Throughout the activities, the teacher will observe and encourage students to read their answers aloud. 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

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Favourite school subjects, learning activities, study tools and innovations

This theme is centred on the concept of "classroom life and learning" and covers the sub-themes of "favourite school subjects, learning activities, study tools and innovations". 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, 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

After Prep-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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite and least favourite school subjects; favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite and least favourite school subjects; favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite and least favourite school subjects; favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations", 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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations".

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.9.2.W5. Students can engage in the process of writing related to the content on "classroom life and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations" 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.9.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with favourite school subjects, learning activities, study tools and innovations".

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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations".

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 about "classroom life and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations" 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 and learning with favourite school subjects, learning activities, study tools and innovations" 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: "Favourite school subjects, learning activities, study tools and innovations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for favourite school subjects and learning activities: Nouns: Passion, curiosity, satisfaction, confidence, inspiration, success, motivation. Verbs: To activate, to appreciate, to look forward to, to discover, to succeed in, to grasp. Adjectives: Engaging, inspiring, rewarding, satisfying, passionate, practical, educational, productive. Nouns: Frustration, boredom, confusion, tension, anxiety, struggle, failure, reluctance, avoidance, exhaustion, demotivation.
Verbs: To avoid, to ignore, to complain, to tolerate, to skip, to lose interest, to give up.
Adjectives: Confusing, frustrating, exhausting, irrelevant.
Vocabulary for favourite learning activities:
Nouns: A debate, a presentation, a group discussion, a brainstorming session, art and craft, a quiz competition, storytelling, creating a model, field research, memorization, a repetition practice, doing a drill, silent reading, note-taking.
Vocabulary for favourite study tools and innovations:
Adjectives: Efficient, user-friendly, accessible, out of date, complicated, inconvenient, old-fashioned.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-

Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".
*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Present Tense for the Future: (The presentation starts in ten minutes).
-The Present Progressive Tense for the Future: (I am writing an essay tonight).
-The Present Progressive Tense with Always: (He is always postponing his duties).
-Question Tags for Related Tenses: (He is always complaining about field research, isn't he?)
-Making Adverbs from Adjectives (Regular and Irregular): They are quick runners. They run quickly).
-Adjectives with -ed vs -ing: (Group discussions are complicated).
-Correlative Conjunctions (either, neither): (She isn't attending a group discussion next week, either).
-Elliptical Responses (So do I, I hope so, etc.): (She likes brainstorming sessions. So do I).

Functions of the Grammatical Structures in Use:

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

Target Social Language Expressions in Use:

Mistakes are proof you're trying!
Ask questions, grow smarter!
This class is our learning playground!
I meant to do it, but I totally spaced out.
Let's ask the teacher, just in case.

Target Phonological Sounds in Use:

-Intonation for positive statements, negative statements, questions, and question tags.

Generalisations/Key Concepts

Generalisations

The target concept of this theme "classroom life and learning with its components such as favourite school subjects, learning activities, study tools and innovations" 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 after prep year 9 of an upper secondary school may know what "classroom life and learning with its components such as favourite school subjects,

learning activities, study tools and innovations" 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

Classroom, life, classroom life, learning, school subjects, favourite school subjects, learning activities, study tools, innovations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will focus on the theme "classroom life and learning" by reflecting on their favourite school subjects, learning activities, study tools and innovations. They will write a personalised project in which they design their ideal classroom environment by adding their preferred subjects, activities, and tools. Students will explain why these elements make learning enjoyable or effective for them, and they will suggest improvements for their least favourite aspects. The project can be presented as a written report, a creative poster, or a short video. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "classroom life and learning with its components such as favourite school subjects, learning activities, study tools and innovations" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 9 of an upper secondary school may know what favourite school subjects; favourite learning activities about; favourite study tools and innovations mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some basic vocabulary about "classroom life and learning" and also some necessary structures 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 the after prep year 9 of an upper secondary school are ready to learn the concept of "classroom life and learning with its components such as favourite school subjects, learning activities, study tools and innovations" 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 "classroom life and learning with favourite school subjects, learning activities, study tools and innovations" 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 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 favourite school subjects, learning activities, study tools and innovations" **(V3.3, V3.4, V6.1, V11.1, 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 "classroom life and learning with favourite school subjects, learning activities, study tools and innovations" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, V3.4, V6.1, V11.1, 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.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 "classroom life and learning with favourite school subjects, learning activities, study tools and innovations" 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, V6.1, V11.1, 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, V3.3, V3.4, V6.1, V11.1, 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.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, 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.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 "classroom life and learning with favourite school subjects, learning activities, study tools and innovations". 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: favourite school subjects, learning activities, study tools and innovations **(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 "favourite school subjects, learning activities, study tools and innovations" 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 "favourite school subjects, learning activities, study tools and innovations" 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 "favourite school subjects, learning activities, study tools and innovations" 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.9.2.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, 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.9.2.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: "favourite school subjects, learning activities, study tools and innovations" **(D3.6, V3.3, V3.4, V6.1, V11.1, 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.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 favourite school subjects, learning activities, study tools and innovations 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 "favourite school subjects, learning activities, study tools and innovations" 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, V6.1, V11.1, 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.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 "favourite school subjects, learning activities, study tools and innovations" 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 favourite school subjects, learning activities, study tools and innovations 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 favourite school subjects, learning activities, study tools and innovations 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, V6.1, V11.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.9.2.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.9.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "favourite school subjects, learning activities, study tools and innovations" through their writing tasks **(V3.3, V3.4, V6.1, V11.1, 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.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 "favourite school subjects, learning activities, study tools and innovations" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V3.4, V6.1, V11.1, LS1, LS3, 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 "classroom life and learning with favourite school subjects, learning activities, study tools and innovations" **(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 their favourite school subjects and learning activities in English by using target vocabulary.

Activity 1: Survey Challenge

Students work in groups to write five survey questions about classroom preferences. They keep their questions secret and submit them to the teacher for approval. Once approved, each group conducts the survey with classmates and organises the results. Groups then present their findings to the class by highlighting trends and insights (e.g. "Most students enjoy debates because they are engaging while writing

essays is the least favourite due to boredom"). After all presentations, the class votes for the group with the most effective questions and realistic results. During presentations, the teacher gives feedback on language use, clarity, and presentation skills. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about their favourite school subjects and learning activities in English through a matching and fill-in-the-blanks activity by using target vocabulary.

Activity 1: Ask and Share Preferences

Students work in pairs. Students ask and answer questions in turns about their preferences on favourite school subjects and learning activities such as "Do you like science experiments?" or "Which do you prefer: group discussions or silent reading?" using responses such as "Yes, I do!" or "I like group discussions better". Next, each student presents their peer's preferences to the class, e.g. "My friend likes science experiments and prefers group discussions". At the end of the activity, the teacher checks the answers with the class, explains the correct options, and gives constructive feedback. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health

This theme is centred on the concept of "personal life and well-being" and covers the sub-themes of "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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. 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, 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

After Prep-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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.L2. Students can bring together the information in the current content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.L3. Students can make sense of and derive meaning from the current content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.R1. Students can prepare for reading the content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.R2. Students can bring information together about the current content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.R3. Students can make sense of and derive meaning from the current content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.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 personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health".

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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.W4. Students can practise producing written content based on the current theme "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.W5. Students can engage in the process of writing related to the content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.W6. Students can reconstruct their writing about the current theme on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.S2. Students can analyse and understand the model content related to "Personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.S4. Students can construct meaningful spoken content about "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.9.3.S5. Students can reconstruct the information about "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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: "Physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for personal well-being with physical health (body and illnesses):
Nouns: A lung, a joint, a heel, a consultant, healthcare, herb, hunger, a pill, recovery, a surgeon, survival, a first-aid kit, a bacterium, a cell, a mineral, relief, a surgery, a vitamin, a fever, a stroke, a cancer, a wound, an injury, anxiety, depression, an addiction, a recovery, a disability, panic, medication, an infection, a symptom, a treatment.
Verbs: To breathe, to consult, to heal, to cure, to suffer, to swallow, to operate, to bother.
Adjectives: Balanced, adequate, disabled, relieved, short-term, urgent, conscious, longterm, severe, unconscious.
Adverbs: Terribly, accidentally, adequately, appropriately, instantly, severely, strictly.
Vocabulary for personal well-being with mental and emotional health: Nouns: Mental health, psychological health, social bond/involvement, family tie, confidence, fulfilment, balance, self-awareness, empathy.
Vocabulary for practices and actions with mental and emotional health: Nouns: Mindfulness, therapy, breathing exercises, relaxation, rehabilitation.
Vocabulary for personal well-being with social health:
Nouns: Loneliness, isolation, alienation, social anxiety, conflict, relief, pride, confusion, disappointment, trust, adaptation, acceptance.
Verbs: To interact, to socialise, to participate, to maintain, to contribute, to volunteer, to strengthen, to support.
Vocabulary for social relationship: Nouns: An acquaintance, a colleague, a community member, a mentor.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".
*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense versus the Past Progressive Tense: (She was suffering from a headache when her friend called her yesterday).
-Could for Ability: (I could exercise for 30 minutes without interruption when I was younger).
-Used to: (He used to socialise for his well-being).
-Would: (When I was a kid, we would visit my grandparents every summer holiday).
-Wh- questions (How long, etc.): (How long did your friend suffer from depression?).
-Question Tags with Related Tenses: (She healed after the surgery, didn't she?)
-Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): (The consultant helped him cope with his depression).
-Prepositional Phrases with in, for, to, at, about, with, from, of, etc.: (She struggled with frustration after the

teacher announced the exam results).
-Either, Neither, So do I, I hope so: (She can either take a short walk or do some breathing exercises to feel better). (Neither stress nor overthinking is good for your mental wellbeing). (I believe taking time for ourselves is important. So do I).(Doctors say regular exercise improves our health. I hope so!).

Functions of the Grammatical Structures in Use:

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

Target Social Language Expressions in Use:

Healthy mind, healthy life!
Self-care isn't selfish!
You're stronger than you think!
I just need a break today!
Let's chill for a bit!

Target Phonological Sounds in Use:

-Intonation for positive statements, negative statements, questions, and question tags.

Generalisations/Key Concepts

Generalisations

The target concept of this theme "personal life and well-being with its components such as personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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 (after prep) year 9 of an upper secondary school may know what "personal life and well-being with its components such as personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" 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, physical health, body, illnesses, personal well-being with physical health, mental health, emotional health, personal well-being with mental and emotional health, social health, personal well-being with social health.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Personal Life and Well-Being" by reflecting on how to maintain a balance between physical health, mental health, emotional health, and social health. Students will write a "Well-Being Journal" that includes daily entries for describing activities or habits that promote each aspect of well-being. The assignment will conclude with a reflection on how these components interconnect and suggestions for improving personal well-being in daily life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "personal life and well-being with its components such as personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 9 of an upper secondary school may know what personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some basic vocabulary about "personal life and well-being" and also some necessary structures 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 the after prep year 9 of an upper secondary school are ready to learn the concept of "personal life and well-being with its components such as personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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 "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 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 personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" **(V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, 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 "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V9.1, V9.2, V12.1, V13.1,**

V13.2, V13.3, V13.4, 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.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 "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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, V13.4, 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 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, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, 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.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 "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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, D2.4, 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: personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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, D3.1,**

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 "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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 **(D3.1, 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 "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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 "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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 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.9.3.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, 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.9.3.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: "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" **(D3.6, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, 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.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 personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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 "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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, V14.2, 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.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 "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health 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 personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.9.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" through their writing tasks **(V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, 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, V4.5, 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 "personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V9.1, V9.2, V12.1, V13.1, V13.2, V13.3, V13.4, 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.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 "personal life and well-being with personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social 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.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 talk about personal well-being in English by using target vocabulary and target grammar.

Activity 1: Well-being talk circles

Students work in groups and the teacher gives real-life well-being scenarios to discuss solutions by using the target grammar. For example, in the scenario, "A person used to suffer from depression but stopped attending therapy", students discuss questions such as: What was their situation like in the past? What could they have done to feel better? and How can they cope now? They provide responses such as: "They used to attend therapy regularly", "They could try different strategies to cope with their anxiety", and "They were struggling with loneliness when they stopped therapy". This activity encourages collaborative problem-solving and accurate use of grammar structures. In the end, the teacher gives feedback on the selection and use of language including target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe personal well-being in English by using the target vocabulary.

Activity 1: Fill it in right

The teacher shows pictures of word groups such as "suffer from, recover from, participate in, and talk to". For example, a picture of someone ill with "suffer from" written on it or a person in a group with "participate in". Then, students receive a worksheet with sentences such as "She suffered ___ loneliness" or "He participated ___ therapy". They fill in the blanks, read their answers aloud, and the teacher gives feedback. In the end, students write one new sentence by using a preposition they learned. In the end, the teacher gives feedback on the selection and use of language including target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 4: FAMILY LIFE & HOME

Sub-themes: Housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community

This theme is centred on the concept of "family life and home" and covers the subthemes of "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community". 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, 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

After Prep-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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community", 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community".

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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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: "Housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for housing diversity in the world:
Nouns: An apartment (a flat Amer.), a single-family house, a bungalow, a duplex/triplex house, a two-storey house, a skyscraper, a slum, a hut, a basement, a cellar, a chimney, an attic, a shutter, a fence, a terrace.
Adjectives: Awkward, unique, affordable, luxurious, contemporary, charming, elegant.
Vocabulary for intergenerational issues and family problems on daily conflicts and sharing the same house:
Nouns: A disagreement, a tension, a misunderstanding, a dispute, criticism, blame, an interruption, neglect, exclusion.
Verbs: To quarrel, to negotiate, to interrupt, to adjust.
Phrases for intergenerational issues and family problems on sharing the same house: A generation gap, traditional and modern belief, family value, a shared interest, a parent-child conflict, elderly care, a family dynamic, a communication barrier, an emotional distance, a parental pressure, a shared responsibility, a noise conflict, a lack of personal space.
Vocabulary for relationships between the family and the community: Nouns: An ancestor, an apology, a bond, a connection, participation, cooperation.
Verbs: To connect, to contribute, to volunteer, to promote, to assist, to welcome.
Phrasal Verbs for relationships: To fall out (with someone), get on well (with someone).
Adverbs: Altogether.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".
*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Present Perfect Tense vs the Present Perfect Progressive Tense (for, since, yet, already, never, ever, just, recently): (My family have just moved to a two-storey house in the country. Have you ever volunteered to do a household chore? We have been living in a detached house since the 2020 earthquake).
-Comparative and Superlative of Irregular Adjectives (e.g. far - further/farther - furthest/farthest: (Our ancestors had to walk further to school than we do now).
-Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves:
(We have always encouraged each other to express ourselves openly in our family discussions.)
-Wh- questions e.g. How long, etc.: (How long has your father shared his responsibilities with you?).

Functions of the Grammatical Structures in Use:

-Use of the Present Perfect Tense (for, since, yet, already, never, ever, just, recently) vs the Present Perfect Progressive Tense: Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped but have clear effects or evidence in the present.
-Use of Comparative and Superlative of Irregular Adjectives (i.e. far - further / farther - furthest / farthest): Describing and comparing people, objects, and/or situations.
-Use of Reflexive Pronouns (myself, himself, herself, himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help.
-Use of Wh- questions i.e. How long, etc.: Asking about the duration of an action or event).

Target Social Language Expressions in Use:

Family is life's greatest blessing!
Love, laugh, and listen! This is our family motto!
My little brother is really getting on my nerves!
We argue, but we still care about each other as a family!

Target Phonological Sounds in Use:

Vowels: a, e
Consonants: b, c, d
Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/; /i:/, /ə/, silent /e/)
Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "family life and home with its components such as housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 year 9-(after prep) of an upper secondary school may know what "family life and home with its components such as housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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, home, housing, housing diversity, housing diversity in the world, intergenerational issues, family problems, daily conflicts, family problems on daily conflicts, sharing the same house, intergenerational issues, relationships, community, relationships between the family and the community.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Family Life and Home" by examining "housing diversity around the world", "intergenerational issues and family problems related to daily conflicts and sharing the same house", and "the relationships between families and their communities. Students will create a comparative project where they research different housing styles and living arrangements globally, reflecting on how culture and geography influence these differences. They will also write a short fictional story or script describing a typical day in a multi-generational household, highlighting challenges and solutions for improving harmony. The project will finish with the ways students will propose families to

strengthen their ties with the community, such as through volunteering or cultural events. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "family life and home with its components such as housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 9 of an upper secondary school may know what housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some basic vocabulary about "family life and home" and also some necessary structures 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 the after prep year 9 of an upper secondary school are ready to learn the concept of "family life and home with its components such as housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 "family life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 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 housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" **(V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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.9.4.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 housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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.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 life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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, V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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, V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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.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, 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.9.4.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 housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community". 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: housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community **(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 "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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 "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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.9.4.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, 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.9.4.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: "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" **(D3.6, V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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.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 housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community 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 "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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.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 "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" 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.9.4.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 housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

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 housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community 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, V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.9.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" through their writing tasks **(V2.2, V2.3, V2.4, V5.1, V8.3, V15.2, 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.9.4.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 "housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" in context. At this stage, they try to understand how the language is used in the target content

by examining thespeaking model/example carefully **(V2.2, V2.3, V2.4, V3.3, V5.1, V8.3, V15.2, 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.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 life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" **(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.9.4.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 describe various types of homes and their features in English by using the target vocabulary.

Activity 1: Exploring Homes Around the World

Students work in groups of 3-4 to explore housing diversity by using target vocabulary and adjectives. Each group receives a list of housing types (e.g. a bungalow, a skyscraper, a mansion) and features (e.g. a chimney,

a staircase, a terrace) along with a blank table labelled: Type of Home, Their Features, Adjectives to Describe It. Groups discuss and fill in the table by matching housing types with features and descriptive adjectives, then create sentences (e.g. "A mansion is a spacious and luxurious home with an elegant staircase and a large chimney"). The teacher monitors discussions, provides feedback on the choice and use of vocabulary and pronunciation, and helps with accurate sentence formation. In the end, groups present their favourite housing type, by using sentences to describe it, and then the teacher gives constructive feedback. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe personal family events in English by using target vocabulary and target grammar.

Activity 1: Fill in the Blanks

The teacher draws a simple timeline on the board and marks significant family events (e.g. moving to a new house, visiting relatives, celebrating birthdays), writes example sentences by using the Present Perfect Tense and Present Perfect Progressive Tense such as "We have been living in this house for five years" or "My grandparents have visited us many times". The teacher reads these sentences aloud by emphasising correct pronunciation and structure. Then students design their own timelines, mark 3–4 significant family events, and write sentences using provided sentences such as "We have been _____ for _____ years" or "My family has _____ many times". Finally, students take turns reading their sentences aloud while the teacher provides feedback on the language choice and use including target grammar, pronunciation, and accuracy. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: City development and infrastructure; urban and rural lifestyles; future of cities

This theme is centred on the concept of "life in the neighbourhood, city, and social life" and covers the sub-themes of "city development and infrastructure; urban and rural lifestyles; future of 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, 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

After Prep-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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.L2. Students can bring together the information in the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.R1. Students can prepare for reading the content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.R2. Students can bring information together about the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of cities" 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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.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 city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.W3. Students can construct new written content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.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 city development and infrastructure; urban and rural lifestyles; future of 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.9.5.S2. Students can analyse and understand the model content related to "Life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.9.5.S5. Students can reconstruct the information about "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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 neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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: "City development and infrastructure; urban and rural lifestyles; future of cities"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for city development and infrastructure: Nouns: An analyst, a budget, a cable, a committee, concrete, a construction, a council, an estate, an institution, immigration, a lane, a mayor, a zone. Verbs: To accommodate, to anticipate, to calculate, to construct, to distribute, to govern, to propose, to disturb, to rebuild, to transform, to lay (pipes, cables), to renovate, to restore, to strengthen. Adjectives: Lively, urban, efficient, developed, vibrant.

Vocabulary for urban and rural lifestyles: Nouns: An arrow, a cliff, a shelter, a brick, a district. Verbs: To abandon, to dig, to wander. Adjectives for urban lifestyles: Diverse, fastpaced, commercial, energetic, charming, dynamic, entertaining, outstanding. Adjectives

for rural lifestyles: Tranquil, peaceful, slow-paced, remote, authentic, tropical, unique, conventional, distant. Adverbs: Aside.
Vocabulary for Future Cities: Adjectives: Advanced, sustainable, innovative, high-tech, eco-friendly, flexible, accessible, energy-efficient, global. Adverbs: Automatically.
Vocabulary for challenges to overcome in future of cities: Nouns: Privacy, overpopulation, resource management. Phrasal verbs: Put aside.

***National and religious days, festivals and celebrations:**

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".
*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Future Tense vs Be Going to Future Tense: (The committee will restore the museum. The officials are going to rebuild this zone for security).
-Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, etc.): (The city is crowded and fast-paced, in contrast, rural areas are calm and spacious).

Functions of the Grammatical Structures in Use:

-Use of the Simple Future Tense versus Be Going to Future Tense: Discriminating future plans, predictions, planned actions from unplanned actions and spontaneous decisions.
-Use of Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of, etc.): Clarifying the relationship between the ideas about life in the neighbourhood and social life.

Target Social Language Expressions in Use:

Let's meet up at the new café!
It's quicker if we take the tram.
There's a cool spot near the square!
This city never sleeps!

Target Phonological Sounds in Use:

Vowels: i: (/aɪ/, /ɪ/, /iː/)
Consonants: f: (/f/); g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/); j: (/dʒeɪ/, /dʒ/); k: (/k/, silent /k/)
*(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 and social life with its components such as city development and infrastructure; urban and rural lifestyles; future of 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 (year 9-after prep) of an upper secondary school may know what "life in the neighbourhood, city and social life with its components such as

city development and infrastructure; urban and rural lifestyles; future of cities" 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

Neighbourhood, city, social life, life in the neighbourhood, life in the city, city development, infrastructure, city development and infrastructure, urban lifestyles, rural lifestyles, urban and rural lifestyles, future, cities, future of cities.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will produce a project including the sub-themes "Life in the Neighbourhood, City, and Social Life" by focussing on city development and infrastructure, urban and rural lifestyles, and the future of cities. Students will research and compare urban and rural living. They will focus on daily life, opportunities, and challenges in each item. They will create a presentation with a poster showing how infrastructure such as transportation, housing, and public spaces influences city life. Additionally, students will imagine and design a "City of the Future," displaying innovative solutions for sustainable living, improved infrastructure, and community well-being. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the neighbourhood, city and social life with its components such as city development and infrastructure; urban and rural lifestyles; future of cities" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 9 of an upper secondary school may know what city development and infrastructure; urban and rural lifestyles; future of cities mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some basic vocabulary about "life in the neighbourhood, city and social life" and also some necessary structures 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 after prep year 9 of an upper secondary school are ready to learn the concept of "life in the neighbourhood, city and social life with its components such as city development and infrastructure; urban and rural lifestyles; future of 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 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 recall the concept "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of 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 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 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 city development and infrastructure; urban and rural lifestyles; future of cities" **(V3.3, V5.1, V5.2, V5.3, V14.3, 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.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 neighbourhood, city, and social life with city development and infrastructure; urban and rural lifestyles; future of cities" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V5.1, V5.2, V5.3, V14.3, 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.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 neighbourhood, city, and social life with city development and infrastructure; urban and rural lifestyles; future of 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, V5.1, V5.2, V5.3, V14.3, 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, V5.1, V5.2, V5.3, V14.3, 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.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, V3.3, 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.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 neighbourhood, city, and social life with city development and infrastructure; urban and rural lifestyles; future of 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.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, V3.4, 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: city development and infrastructure; urban and rural lifestyles; future of cities **(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 "city development and infrastructure; urban and rural lifestyles; future of 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, 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 "city development and infrastructure; urban and rural lifestyles; future of cities" 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 "city development and infrastructure; urban and rural lifestyles; future of 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, 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.9.5.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, 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.9.5.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: "city development and infrastructure; urban and rural lifestyles; future of cities" **(D3.6, V5.1, V5.2, V5.3, V14.3, 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.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 city development and infrastructure; urban and rural lifestyles; future of 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 "city development and infrastructure; urban and rural lifestyles; future of 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, V5.1, V5.2, V5.3, V14.3, 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.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 "city development and infrastructure; urban and rural lifestyles; future of 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.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 city development and infrastructure; urban and rural lifestyles; future of cities 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 city development and infrastructure; urban and rural lifestyles; future of 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, V5.1, V5.2, V5.3, V14.3, 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.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.9.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "city development and infrastructure; urban and rural lifestyles; future of cities" through their writing tasks **(V5.1, V5.2, V5.3, V14.3, 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.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, V4.5, 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 "city development and infrastructure; urban and rural lifestyles; future of cities" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V5.1, V5.2, V5.3, V14.3, 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.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 neighbourhood, city, and social life with city development and infrastructure; urban and rural lifestyles; future of cities" **(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.9.5.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 express opinions about "ideal city" or "rural setting" in English by using target vocabulary and target grammar.

Activity 1: My Ideal City

Students write a paragraph describing their ideal city or rural place by using target vocabulary such as adjectives and adverbs (e.g. advanced, innovative, eco-friendly, vibrant).

Example:
"My ideal city will be eco-friendly and sustainable with vibrant streets and eco-friendly living spaces. Public transportation will operate efficiently and automatically and it is connecting every corner of the city. Rural areas are peaceful and tranquil. They offer a simple but authentic lifestyle far from the fast-paced life of urban centres".
The teachers gives feedback on students' papers on creativity and effective use of language. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe "city development and infrastructure; urban and rural lifestyles; future of cities" with causes and effects in English by using target vocabulary and target grammar.

Activity 1: Urban life and rural life
In this activity, the teacher gives students two parts of a sentence, and they must match them by using a connecting word (e.g. because, but, so, while). For example: Part 1: The city is crowded. Part 2: Rural areas are quiet. The combined sentence might be: The city is crowded but rural areas are quiet. Another example: Part 1: The council is building new roads. Part 2: People will travel faster. The combined sentence might be: The council is building new roads so people will travel faster. To support learners, s/he provides a list of connecting words with definitions and examples to make the activity easier for them. The teacher gives feedback on accuracy and use of the target language including the target vocabulary and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life

This theme is centred on the concept of "life in the world and culture" and covers the sub-themes of "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life". 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, 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

After Prep-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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life", 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life".

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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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: "Global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for global cuisines, food habits and cultures: Nouns: Consumption, a combination, flavour, nutrition, obesity, a portion, a preference, protein, spice. Verbs: To chop, to manufacture, to swallow. Adjectives: Affordable, balanced, beneficial, dairy, organic.
Vocabulary for cultural diversity and international sports events: Nouns: Conservation, a leaflet, a legend, a myth, a parade. Verbs: To adapt, to classify, to distinguish, to inherit.
Adjectives: Appropriate, mixed, precious. Adverbs: Genuinely.
International sports events: Nouns: An applicant, a marathon, a medal, a membership, a referee, a spectator, a sponsorship, an opponent, a representative, a pitch, a venue.
Verbs: To broadcast, to cheer, to equip. Adjectives: Entertaining, risky, skilled. Adverbs: Severely.
Impact of globalisation on everyday life: Nouns: A civilization, fame. Verbs: To dominate, to edit, to exploit. Adjectives: industrial, universal, widespread. Adverbs: Apparently, extensively, rapidly.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".
*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Modals for Probability: ("Can, Could, May, Might, Must"): (The combination of organic vegetables can provide a better source of nutrition).
-Modals for Lack of Probability ("Can't, Couldn't"): (That can't be dessert. It's too sour!)
-Modals for Speculation: ("Can, Could, May, Might, Must, Can't, Couldn't"): (She must be the assistant chef of this restaurant).
-Modals for Deduction ("Must, Can't, Might, May, Could"): (The meal must be high in protein because it's made of meat).
-Modals for Obligation and Necessity ("Must, Have to, Need") Obligation in the Past ("Had to"): (They must wash their hands before cooking the food).
-Modals for lack of Obligation ("Don't have to- Don't need to, Needn't"): (You don't have to eat that soup if it doesn't taste good).
-Modals for Prohibition ("Must not - Can't"): (You can't enter the kitchen. You don't work here).
-Modals for Lack of Prohibition (Modals for Permission) ("Can, may, could"): (You could learn the recipe if you like).
-Modals for Advice ("Should, Ought to, Had better, Could"): (You should try Turkish "Dolma" if you want to taste traditional food in Türkiye)
-Be Able to in the Present and Future: (People will be able to reach global markets more easily due to developments in technology in the future).

Functions of the Grammatical Structures in Use:

-Use of Modals ("Can, Could, May, Might, Must"): Expressing probability and speculation.
-Use of Modals ("Can't, Couldn't"): Expressing lack of Probability.
-Use of Modals ("Could, Must, Can't, Might, May"): Expressing deduction.
-Use of Modals ("Must, Have to, Need") Obligation in the Past ("Had to"): Expressing obligation and necessity.
-Use of Modals ("Don't have to, Don't need to, Needn't"): Expressing lack of obligation.
-Use of Modals ("Must not - Can't"): Expressing prohibition.
-Use of Modals (Modals for Permission)("Can, may, could"): Expressing lack of prohibition.
-Modals for Advice ("Should, Ought to, Had better, Could"): Expressing advice and recommendation.
-Use of "Be Able to in the Present and Future" ("Am-is-are able to, will be able to": Expressing ability.

Target Social Language Expressions in Use:

That's part of our tradition!
Let me show you something from our culture!
Different is interesting, not weird!
Culture brings us closer!

Target Phonological Sounds in Use:

Vowel: o
Consonants: l, m, n, (ng), p
Vowel: o: (/əʊ/, /ɒ/, /əʊ/)
Consonants: l: (/ɛl/ /l/, silent /l/); m; (/ɛm/,/m/); n: (/ɛn/, /n/, silent /n/); ng: (/ng/); p: (piː//p/, silent /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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 (year 9-after prep) of an upper secondary school may know what "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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

Global cuisines, food habits, food cultures, food habits and cultures, global cuisines and food cultures, cultural diversity, international sports events, international film events, international musical events, international sports, films and musical events, globalisation, everyday life, impact of globalisation, impact of globalisation on everyday life.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the World and Culture" by focusing on global cuisines, food habits, and cultures, cultural diversity through international sports, films, and musical events, and the impact of globalisation on everyday life. Students will design "a cultural portfolio" in which they choose one country to research and present its unique food traditions, popular cultural events, and important contributions to global sports or arts. They will also examine how globalisation has influenced these traditions, such as the fusion of cuisines or the international popularity of certain sports and films. The portfolio will include visuals, descriptions, and personal reflections on what they have learnt about the interconnectedness of cultures worldwide. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/Readiness

This theme includes the concept of "life in the world and culture with its components such as global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student after prep year 9 of an upper secondary school may know what global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some basic vocabulary about "life in the world and culture" and also some necessary structures 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 after prep year 9 of an upper secondary school are ready to learn the concept of "life in the world and culture with its components such as global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 recall the concept "life in the world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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.9.6.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 global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" **(V4.5, V5.1, V7.1, V7.2, V7.3, LS1, LS5, LS9).** 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 "life in the world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V4.5, V5.1, V7.1, V7.2, V7.3, 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.9.6.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 global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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, V7.1, V7.2, V7.3, 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 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, V5.1, V7.1, 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.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, 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.9.6.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 global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life". 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.9.6.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: global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life **(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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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.9.6.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, 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.9.6.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: "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" **(D3.6, V4.5, V5.1, V7.1, V7.2, V7.3, 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.9.6.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 global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life 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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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, V7.1, V7.2, V7.3, 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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" 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 global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life 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 global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life 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, V7.1, 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.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.9.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" through their writing tasks **(V4.5, V5.1, V7.1, 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, 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 "global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V4.5, V5.1, V7.1, 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.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 "life in the world and culture with global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" **(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 global cuisines, food habits, and cultures in English by using target vocabulary.

Activity 1:

Students write a short paragraph about global cuisines or cultural diversity using at least five target vocabulary and grammatical items (e.g. modals for probability, necessity, or advice). For example, they might describe a dish such as Turkish Dolma (stuffed peppers) by explaining its ingredients, preparation, and cultural significance. After writing, they create a slide with visuals (e.g. a picture of the dish). Then they present their slide and paragraph to the class, explaining globalisation or cultural habits. The teacher provides feedback on the use of language including target vocabulary, grammar, and also their presentation skills. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about global cuisines and their impact on people in English by using target vocabulary.

Activity 1: Understanding Global Cuisines and Their Influence

The teacher prepares a short paragraph about global cuisines and their influence on people. Students read the paragraph and answer simple comprehension questions to practice target vocabulary and target grammar.

Reading Text (Simplified):

"Global cuisines are very popular today. People can try many different flavours such as spicy or sweet dishes from all over the world. For example, sushi is a famous Japanese dish made with rice and fish. To make it, chefs chop fresh ingredients and combine them carefully. Eating healthy food like sushi can be good for your nutrition. You should also avoid eating too much sugar because it may cause health problems like obesity. If you want to cook healthy meals, you need to use fresh and balanced ingredients".

Questions:

1. True or False: Sushi is made with rice and fish.
2. What is a good example of healthy food from Japan?
3. Which word means "too much weight" because of unhealthy food?
4. Complete the sentence: "To make sushi, chefs _____ fresh ingredients".

Students read their answers aloud to the class. The teacher gives constructive and supportive feedback on the use of language including accuracy and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)

This theme is centred on the concept of "life in nature and global problems" and covers the sub-themes of "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". 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, 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

After Prep-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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)", 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to communicate effectively about it.

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)".

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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for natural disasters and their impact on nature:
Natural disasters: An earthquake, a volcanic eruption, a tsunami, a landslide, an avalanche, a flood, erosion, a hurricane, a tornado.
Natural disasters' impact on nature: Nouns: A habitat, a cliff, wildlife, species. Verbs: To harm, to erupt, to ruin. Adjectives: Widespread, inevitable. Adverbs: Inevitably.
Vocabulary for natural disasters and their impact on humans: Nouns: An aid, a disorder, duration, a firefighter, hunger, a kit, panic, pity, shortage, a survival, a survivor, a tragedy.
Verbs: To anticipate, to cope, to forecast, to overcome, to rescue, to strengthen.
Adjectives: Anxious, desperate, homeless, miserable, tragic, severe, unfortunate, urgent.
Adverbs: Desperately, dramatically.
Vocabulary for impact of technology on global issues: Nouns: Healthcare, trading, a device, a recovery. Verbs: To heal, to cure, to maintain, to obtain, to progress. Adjectives: Wise. Adverbs: Primarily, efficiently, likewise.

*National and religious days, festivals and celebrations:

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".
*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Relative Pronouns Used for Relative Clauses: (Which, Who, That)(Defining and
Non-defining): (The earthquake that damaged the village caused many inhabitants to become homeless. The survivor, who lost their entire family in the flood, showed great resilience).

Functions of the Grammatical Structures in Use:

-Relative Pronouns Used for Relative Clauses: (Which, Who, That)(Defining and
Non-defining):
-Use of Defining Relative Clauses: (Which, Who, That): Referring to objects or things by providing essential information that identifies them.
-Use of Non-defining Relative Clauses: (Which, Who, That): Referring to objects or things
by adding extra, non-essential information without changing the core meaning of the sentence.

Target Social Language Expressions in Use:

Let's not waste anything on this planet!
We should do something for the Earth, even if it's small.
That earthquake was scary!
Small actions matter for our world!
We have to protect what we've got on this planet!

Target Phonological Sounds in Use:

Vowel: u
Consonants: q, r, s, t
Vowel: u: (/juː/, /ʌ/, /juː/, silent /u/)
Consonants: q: (/kjuː/, /k/); r: (/ɑː/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE), silent /r/ (Br)); s: (/s/, /ɛs/, /z/, silent /s/); t : (/tiː/, /t/, silent /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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 (year 9-after prep) of an upper secondary school may know what "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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

Natural disasters, nature, humans, natural disasters' impact on nature, natural disasters' impact on humans, technology, global issues, AI, data, healthcare, impact of technology, impact of technology on global issues, impact of technology on AI, impact of technology on data, impact of technology on healthcare, impact of technology on global issues including AI, data and healthcare.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will search for the theme "Life in Nature and Global Problems" by examining the effects of humans on natural disasters and effects of natural disasters on nature and humans and the role of technology in addressing global issues such as healthcare, AI, and data solutions. Students will research a specific natural disaster for the details of its environmental and human impact and suggest innovative solutions for being prepared for disasters or recovery by using modern technology. They will design a multimedia presentation or poster showing how technological developments such as AI for disaster prediction can lessen the effects of these disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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 disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 9 of an upper secondary school may know what natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare) mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some

basic vocabulary about "life in nature and global problems" and also some necessary structures 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 after prep year 9 of an upper secondary school are ready to learn the concept of "life in nature and global problems with its components such as natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 recall the concept "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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.9.7.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 disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" **(V5.3, V16.2, V16.3, V17.3, 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.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 "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V5.3, V16.2, V16.3, V17.3, 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.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 "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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, V5.3, V16.2, V16.3, 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 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, V5.3, V16.2, V16.3, 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.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, 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 "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". 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.9.7.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: natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)**(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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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.9.7.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 **(D3.1, 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.9.7.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: "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" **(D3.6, V5.3, V16.2, V16.3, 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.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 natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare) 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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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, V5.3, V16.2, V16.3, V17.3, 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.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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" 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.9.7.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 natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare) in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

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 natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare) 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, V16.2, V16.3, 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.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.9.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" through their writing tasks **(V5.3, V16.2, V16.3, 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, 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 "natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V5.3, V16.2, V16.3, 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.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 "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" **(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.9.7.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 natural disasters and their influence on nature; natural disasters and their influence on humans in English by using the target vocabulary.

Activity 1: Disaster Response Simulation

Students work in small groups, and the teacher assigns each group a disaster scenario (e.g. a flood destroying a village, a volcanic eruption threatening a town). Within each group, students take roles such as "Emergency Responder, Local Authority, Environmental Scientist, and Survivor". They role-play a meeting to discuss the disaster's effects by using target vocabulary (e.g. rescue, destruction, survival) and target grammar (e.g. "The flood, which destroyed our homes, left us desperate for help"). After their discussions, groups present a summary to the class, and the teacher gives feedback on use of vocabulary, grammar, and also of communication. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about natural disasters and their impact on nature in English by using target vocabulary.

Activity 1: Match and design

Students work in small groups, and the teacher provides each group with two sets of cards: one with target vocabulary (e.g. earthquake, habitat, harm) and another with their definitions. Groups match the words with the correct definitions. After matching, each group selects 3-4 words and makes sentences by using them, encouraging the use of relative clauses (which, who, that) when possible. For example: "The earthquake that struck the city caused great damage". Groups share their sentences with the class, and the teacher gives feedback on the use of grammar and vocabulary. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 9 (AFTER PREP)-LEVEL: B2.1

THEME 8: LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: Universal issues in the future; search for habitable planets; space and technology

This theme is centred on the concept of "life in the universe and the future" and covers the sub-themes of "universal issues in the future; search for habitable planets; space 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. 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, 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

After Prep-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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 the future with universal issues in the future; search for habitable planets; space 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 & THE FUTURE

Sub-themes: "Universal issues in the future; search for habitable planets; space and technology"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for life in the universe: Nouns: Globe, oxygen, carbon, observation. Verbs: To observe. Adjectives: Mysterious, solar, essential, external, outer, unknown. Adverbs: Essentially, universally.
Vocabulary for habitable planets: Nouns: Existence, an exploration, an inhabitant, an astronomer, a civilisation, a mission, a satellite, a rocket, a colony, radiation. Verbs: To attempt, to estimate, to detect, to launch, to settle. Adjectives: Distant, dynamic, massive, potential. Adverbs: Beyond, potentially, elsewhere.
Vocabulary for space and technology: Nouns: An alien, a database, an aircraft, privacy, navigation. Verbs: To implement, to interact, to install, to advance, to transform.
Adjectives: Sophisticated, efficient, curious, artificial.
Phrases: Space mission, interplanetary travel

*National and religious days, festivals and celebrations:

"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 heat water to 100 degrees Celsius, it boils).
-Conditional 1: (If we leave early in the morning, we will have enough time to explore the city centre).
-Conditional 2: (If we found another planet to live on, would people travel there?).
-Wish Clauses: (I wish our planet could be a better place to live).

Functions of the Grammatical Structures in Use:

-Use of the Zero Conditional: Describing general truths, facts, and habits-situations where the result always happens if the condition is met.
-Use of the Conditional 1: Describing realistic situations in future that are likely to happen and/or cause-and-effect relationship between a condition and its probable outcome.
-Use of the Conditional 2: Describing imaginary, unlikely, and unreal situations in the present or future and their results.
-Use of "Wish Clauses": Describing regrets, desires, and/or unreal situations about the present, future and the past.

Target Social Language Expressions in Use:

What do you think the future will be like?
Would you go to space if you could?
Sounds like sci-fi - but maybe not.
The future is closer than we think!
Big ideas start with small questions!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z
Consonants: v: (/viː/, /v/); w: (/w/), silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /iː/); z: /(zed/ (Br), /ziː/ (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 universal issues in the future; search for habitable planets; space and 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 (year 9-after prep) of an upper secondary school may know what "life in the universe and the future with its components such as universal issues in the future; search for habitable planets; space and technology" 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, universe, life in the universe, future, life in the future, universal issues, universal issues in the future, habitable planets, search for habitable planets, space, technology.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will work on and examine the theme "Life in the Universe and the Future" by searching universal issues in the future, the search for habitable planets, and advancements in space and technology. They will imagine what life could look like in the next century by focusing on how humanity could address challenges such as overpopulation, resource consumption, and environmental crises. Students will research current efforts to discover habitable planets and create a futuristic journal entry. They can enlarge their entry by a model of an advanced technology that could solve a universal issue or expand space exploration. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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 universal issues in the future; search for habitable planets; space and technology" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student after prep year 9 of an upper secondary school may know what "universal issues in the future; search for habitable planets; space and technology" mean in their 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 the after prep year 9 of an upper secondary school, they are expected to know some basic vocabulary about "life in the universe and the future" and also some necessary structures 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 after prep year 9 of an upper secondary school are ready to learn the concept of "life in the universe and the future with its components such as universal issues in the future; search for habitable planets; space and 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 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 recall the concept "life in the universe and the future with universal issues in the future; search for habitable planets; space 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 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 universal issues in the future; search for habitable planets; space and technology" **(V3.3, V5.2, V5.3, 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.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 the future with universal issues in the future; search for habitable planets; space and technology" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, V5.2, V5.3, 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.9.8.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 universal issues in the future; search for habitable planets; space 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, V3.3, V5.2, V5.3, 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, V3.3, V5.2, V5.3, 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.9.8.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, 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.9.8.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 universal issues in the future; search for habitable planets; space 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).**

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: universal issues in the future; search for habitable planets; space and 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, 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 "universal issues in the future; search for habitable planets; space 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, 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 "universal issues in the future; search for habitable planets; space and 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 "universal issues in the future; search for habitable planets; space 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, 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.9.8.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 **(D3.1, 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.9.8.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: "universal issues in the future; search for habitable planets; space and technology" **(D3.6, V3.3, V5.2, V5.3, 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.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 universal issues in the future; search for habitable planets; space 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 "universal issues in the future; search for habitable planets; space 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, V3.3, V3.4, V5.2, V5.3, 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.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 "universal issues in the future; search for habitable planets; space and 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.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 universal issues in the future; search for habitable planets; space 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 universal issues in the future; search for habitable planets; space 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, V3.3, V5.2, V5.3, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.9.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about "universal issues in the future; search for habitable planets; space and technology" through their writing tasks **(V3.3, V5.2, V5.3, 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.9.8.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 "universal issues in the future; search for habitable planets; space and technology" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V3.3, V5.2, V5.3, LS1, LS3, 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.9.8.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 the future with universal issues in the future; search for habitable planets; space and 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.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 describe habitable planets, space exploration, and technology about planets and space in English by using the target vocabulary and target grammar.

Activity 1: Creative Writing

The teacher provides students with an incomplete paragraph about habitable planets and developments in space technology. For example:

"The search for habitable planets has become the main focus for astronomers and space agencies worldwide. With the launch of advanced satellites and exploration missions, scientists are able to detect potential habitats now beyond our solar system. The development of artificial intelligence and sophisticated navigation systems has made these missions more efficient. However, the challenge is still present such as the resources are limited and environmental conditions are difficult. If humans achieve self-sustaining colonies, _____".

Students work individually or in pairs to complete the paragraph by emphasising creativity and using target vocabulary such as "civilisation, exploration, radiation, vast, dynamic, potentially". After completing their work they present their paragraphs to the class. The teacher checks and gives feedback on the use of language with target vocabulary, pronunciation, and grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about possible future scenarios in space exploration in English by using the target vocabulary and target grammar.

Activity 1: Creative Writing

The teacher shows some flashcards with visuals representing target vocabulary such as "rocket, colony, AI, radiation, habitat" and asks students to match the visuals with the correct words written on the board. When the matching activity is complete students work to complete a worksheet with target grammar in pairs. They use the matched vocabulary to fill in the blanks in sentences such as "If humans colonise distant planets, civilisations will emerge there" or "If we explore the universe, we might discover unknown habitats". The teacher checks and gives feedback on the use of language including target vocabulary, pronunciation, and grammar. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

AFTER PREP-YEAR 10

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: School problems and challenges for students; role of parents in education; purpose of education; national days and celebrations

This theme is centred on the concept of "school life and education" and covers the sub-themes of "school problems and challenges for students; role of parents in education; purpose of education; 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 use English effectively 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 Skil

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, 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

After Prep-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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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 problems and challenges for students; role of parents in education; purpose of education; 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: "School problems and challenges for students; role of parents in education; purpose of education; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for school problems: Nouns: Accuracy, confusion, a penalty, an obstacle, an obligation, an assessment, a disability, motivation. Verbs: To permit, to forbid, to interrupt, to distract, to fail, to evaluate, to restrict, to grade. Adjectives: Strict, isolated.
Adverbs: Adequately, barely, accurately.
Vocabulary for challenges for students in education: Nouns: Concentration, interruption, a failure, a conflict, bias, an expectation, an addiction, an assessment, a deadline.
Phrases: A learning disability, lack of motivation, an attention span, a language barrier, a low self-esteem, a conflict resolution, time management. Verbs: To disturb, to struggle, to exclude, to overcome, to cope, to submit. Adjectives: Abstract, aggressive, complicated, concerned, confusing.
Vocabulary for role of parents in education: Nouns: A fund, assistance, a facility.
Verbs: To accompany, to approve, to motivate. Adverbs: Permanently.
Vocabulary for purpose of education: Nouns: A certificate, academic, literacy, finance, leadership, creativity.
Adjectives: Accurate, actual, capable, professional. Verbs: To assure, to gain, to acquire, to inform, to assign.
Adverbs: Precisely.

***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 Tenses Used for Narration (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense):
(The school has provided additional support to students with learning disabilities).
- "Be Used to" in All Present Tenses: (She is used to studying until late hours).
-Get Used to" in All Present Tenses: (Many students get used to academic pressure after studying so hard). (I'm used to studying very hard).
-Conjunctions (As soon as, still, so far, not only, whatsoever): (As soon as you receive a certificate, you can apply for better jobs).
-Complex Question Tags: (You haven't had any obstacles in your classroom, have you?)

Functions of the Grammatical Structures in Use:

-Use of The Present Tenses Used for Narration (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense): Narrating an action that is occurring at the time or happened in the past.
-Use of "Be used to" in Present Tenses: Describing being familiar and/or comfortable with thing since they are not new to that person anymore.
-Use of "Get used to" in all Present Tenses: Describing the process of having habits and getting accustomed to them.
-Use of Conjunctions (As soon as, still, so far, not only, whatsoever): Linking the actions or ideas.
-Use of Complex Question Tags: Expressing verification or confirmation.

Target Social Language Expressions in Use:

They need to hit the books.
Back to school, back to growth!
Your future is written in today's effort.
Success speaks in flying colours!
Burn the midnight oil, shine all day!

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 school problems; challenges for students role of parents in education; purpose of education; 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 year

10 of upper secondary school may know what "school life and education with its components such as school problems; challenges for students role of parents in education; purpose of education; national days and celebrations" 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

Schools, problems, school problems, students, education, challenges, challenges for students, parents, role of parents, role of parents in education, purpose, purpose of education, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will prepare an oral presentation on any of these sub-themes: problems at school, challenges and problems for students in education, the role of parents in their children's education, or the purpose of education. The presentation should include a personal or fictional story and a proposed solution to the challenge by integrating target vocabulary items into the presentation from the list provided to them. Students are expected to use "present tenses, be used to / get used to, conjunctions, and complex question tags" during the presentation. They are also expected to relate their presentation to cultural or national events, such as National Sovereignty and Children's Day or Victory Day, to emphasise their influence on education or student motivation. 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 school problems; challenges for students role of parents in education; purpose of education; 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 after prep year 10 of an upper secondary school may know what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean in their 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 after prep year 10 of upper secondary school, they are expected to know some basic vocabulary about "school life and education" and also some necessary structures 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 the after prep year 10 of an upper secondary school are ready to learn the concept of "school life and education with its components such as school problems; challenges for students role of parents in education; purpose of education; national days and celebrations" 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 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 "school life and education with school problems; challenges for students role of parents in education; purpose of education; 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 problems;

challenges for students in education; role of parents in education; purpose of education; national days and **(V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, 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.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 problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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, V19.1, V19.2, 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, SELS.2.1, 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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V19.1, V19.2).**

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 problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations **(D3.7, D3.2, D3.6, V3.4, V19.1, V19.2, 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 **(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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V19.1, V19.2, 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 **(D3.1, 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 "school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations" and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, V19.1, V19.2, 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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V19.1, V19.2, 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.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 **(D3.1, 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.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 problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations" **(D3.6, V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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 students of school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrationsmean 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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V1.1, V1.2, V2.4, V3.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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.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 problems; challenges for students in education; role of parents in education; purpose of education; 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 students of school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations in their later free writing tasks **(D3.6, SELS1.2, V3.2, V19.1, V19.2, 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 different students of school problems; challenges for students in education; role of parents in education; purpose of education; 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, V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students of school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations through their writing tasks **(V1.1, V1.2, V2.4, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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 problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations" in context. At this stage, they try to understand how the language is used in the target content by examining thespeaking model/example carefully **(V1.1, V1.2, V2.4, V3.3, V14.2, V14.3, V15.1, V16.1, V19.1, V19.2, 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 problems; challenges for students in education; role of parents in education; purpose of education; 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, V19.2, 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 describe an ideal school, addressing school problems, the role of parents, and the purpose of education in English through a writing activity by using target vocabulary and target grammar.

Activity 1: Designing the Future of Education

Students write a detailed paragraph about their ideal school by using target vocabulary and target grammar such as the Present Perfect Tense and complex question tags. They discuss problems at school, the role of their parents, and the purpose of education. For example: "My ideal school has accurate and fair evaluation and assessment ways and provides motivation to students. The parents permanently assist with their children's challenges, don't they?". After writing, students share their paragraphs in small groups and discuss the main ideas, and then they suggest improvements. The teacher gives feedback on the use of the language including target pronunciation and correct use of the target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe an ideal school in written and spoken forms in English by using target vocabulary.

Activity 1: My Ideal School

Students use a word bank with some visual clues (e.g. assistance, motivation) to complete a worksheet for filling in the blanks about their ideal school. Example sentences include: "My ideal school provides _____ (motivation, assistance) for students" or "The teachers are _____ (kind, professional)". After filling in the blanks, students read their sentences aloud to the class. The teacher gives positive feedback on the language use with target vocabulary, grammar, and pronunciation and their accuracy. At the end of the activity, the teacher guides them to play digital word games using the target vocabulary to consolidate their learning in an interactive and fun way. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Innovations in education and learning; personal ways and strategies of learning; study habits

This theme is centred on the concept of "classroom life and learning" and covers the sub-themes of "innovations in education and learning; personal ways and strategies of learning; study habits". 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 use English effectively 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 Skil

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

After Prep-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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits", 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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits".

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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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 innovations in education and learning; personal ways and strategies of learning; study habits" 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: "Innovations in education and learning; personal ways and strategies of learning; study habits"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for innovations in education and learning: Nouns: An asset, an integration, globalisation, artificial intelligence (AI), virtual reality (VR), augmented reality (AR), creativity. Verbs: To enable, to alter, to boost. Adjectives: Critical, interactive, technological. Phrases: Digital literacy, lifelong learning, self-paced learning, learning apps, mobile learning, smart classrooms, user-friendly, digital tools, distance learning.
Vocabulary for personal ways and strategies of learning: Nouns: An observation, a visual, an approach, a concept, inference. Verbs: To associate, to assume, to brainstorm, to classify, to engage, to clarify, to debate, to demonstrate, to emphasize, to illustrate, to infer, to summarise. Phrases: Visual/auditory/kinaesthetic/social/solitary learning.
Adjectives: Efficient. Adverbs: Briefly, broadly.
Vocabulary for study habits: Nouns: Note-taking, mind mapping, revision. Verbs: To advance, to evaluate, to chart. Phrases: Problem-solving, critical thinking, goal setting, taking a break, self-assessment. Adjectives: Disciplined, detailed.

*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:

-Passive Voice for Present Tenses: (The assignment is completed by the students every evening. English is taught in a lot of schools around the world. Dinner is being prepared by the cook now).
- "Shall" for Suggestions: (Shall we try using a new app to organise our study programme? Shall I help you organise a quiet study environment at home?)
-"Have got to" and "Ought to" for Obligation: (I have got to finish the presentation by Thursday).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice for Present Tenses: Describing actions, events, and/or processes where the focus is on the activity or outcome, rather than the person performing it at present times.
-Use of Passive Words with Two Objects: (I was given an assignment by the teacher).
-Use of "Shall" for Suggestions: Proposing ideas or seeking agreement to make suggestions.
-Use of "Have got to" and "Ought to" for Obligation: Expressing a moral or logical obligation, advice, or recommendation.

Target Social Language Expressions in Use:

Every class is a step forward.
No shortcuts in learning!
Make mistakes. That's how you learn!
Ask questions. Own answers!
Learn hard, lead harder!

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 "classroom life and learning with its components such as innovations in education and learning; personal ways and strategies of learning; study habits" 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 year 10 of upper secondary school may know what "classroom life and learning with its components such as innovations in education and learning; personal ways and strategies of learning; study habits" 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

Innovations, education, learning, innovations in education, innovations in learning, personal learning, personal ways of learning, personal strategies of learning, study habits.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design a project to share their personal learning adventure by focusing on several educational tools, learning styles, and study habits. They will begin by describing studying tools in the classroom such as smart boards and /or learning apps. They will explain how these tools can make learning easier and more enjoyable. They can explain and show one AI learning tool that is used by them. Later, they will talk about their own learning style whether they can learn best by seeing, hearing, or doing. They will provide examples of how they use techniques like mind mapping, summarising or teamwork for understanding lessons better by giving examples. Finally, they will create their own "Study Success Plan", by outlining useful habits like goal setting, taking breaks, and reviewing notes. They can present this plan through drawings, charts, or a short video. 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 innovations in education and learning; personal ways and strategies of learning; study habits" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 10 of upper secondary school may know what innovations in education and learning; personal ways and strategies of learning; study habits mean in their 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 after prep year 10 of upper secondary school, they are expected to know some basic vocabulary about "classroom life and learning" and also some necessary structures 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 after prep year 10 of upper secondary school are ready to learn the concept of "classroom life and learning with its components such as innovations in education and learning; personal ways and strategies of learning; study habits" 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 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 "classroom life and learning with innovations in education and learning; personal ways and strategies of learning; study habits" 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, "innovations in education and learning; personal ways and strategies of learning; study habits" **(V3.2, V6.1, V11.1, V11.2, V14.2, V16.1, 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.10.2.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 "innovations in education and learning; personal ways and strategies of learning; study habits" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.2, V6.1, V11.1,**

V11.2, V14.2, V16.1, 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.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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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, V6.1, V11.1, V11.2, V14.2, V16.1, 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: innovations in education and learning; personal ways and strategies of learning; study habits are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V3.2, V6.1, V11.1, V11.2, V14.2, V16.1, 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.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, SELS.2.1, 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 "innovations in education and learning; personal ways and strategies of learning; study habits". 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: innovations in education and learning; personal ways and strategies of learning; study habits **(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 **(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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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 **(D3.1, 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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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.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 **(D3.1, 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.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: "innovations in education and learning; personal ways and strategies of learning; study habits" **(D3.6, V3.2, V6.1, V11.1, V11.2, V14.2, V16.1, 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.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 students of innovations in education and learning; personal ways and strategies of learning; study habits 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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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, V6.1, V11.1, V11.2, V14.2, V16.1, 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.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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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 students' innovations in education and learning; personal ways and strategies of learning; study habits 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 different students of innovations in education and learning; personal ways and strategies of learning; study habits 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, V6.1, V11.1, V11.2, V14.2, V16.1, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students' innovations in education and learning; personal ways and strategies of learning; study habits through their writing tasks **(V3.2, V6.1, V11.1, V11.2, V14.2, V16.1, 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.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 "innovations in education and learning; personal ways and strategies of learning; study habits" 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 **(V3.2, V6.1, V11.1, V11.2, V14.2, V16.1, 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.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" innovations in education and learning; personal ways and strategies of learning; study habits" **(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 educational innovations in English by using target vocabulary.

Activity 1: Debate on Learning Innovations

The teacher divides students into small groups and gives each group a topic related to innovations in education such as "The role of AI in personalised learning" or "The impact of digital tools on study habits". Each group prepares arguments for and against the topic by using target vocabulary such as "critical thinking", "learning apps", and/or "digital literacy". During the debate, students use the Passive voice (e.g. "Learning outcomes are improved by integrating AI tools") and suggestive structures (e.g. "Shall we explore how digital tools advance self-paced learning?"). After the debate, each group writes a detailed summary of the discussion by focusing on the main idea and including at least three target phrases. The teacher gives some feedback on the use of language and new ideas. For home practice, the teacher asks the students to write a personal reflection on how they incorporate innovative strategies into their own learning. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To work on study habits in English through matching activities by using target vocabulary.

Activity 1: Study Habits and Tools

The teacher gives students a worksheet which includes pictures and a list of sentences such as "Some notes are written by students in the lesson", "Mind maps are used to organise ideas" and "Some learning apps are downloaded for study". Students match each sentence with the correct picture on the worksheet. After matching, each student makes a simple sentence by using target vocabulary or phrases such as "Self-paced learning helps me study better". The teacher gives feedback on their sentences for the accuracy and use of vocabulary. For homework, students are recommended to play a digital word game about such words to strengthen their vocabulary knowledge. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres

This theme is centred on the concept of "personal life and well-being" and covers the sub-themes of "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres". 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 use English effectively 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 Skil

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

After Prep-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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres", 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres".

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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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: "Planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for planning life-time personal well-being: Nouns: Mind-set, adaptability, passion, self-reflection, a purpose, stress, an approach, awareness, value, fear, vision, achievement, satisfaction, a priority, a deadline, a balance, a barrier, measurement, an outline, commitment, an influence, a requirement, a therapist. Verbs: to outline, to reflect, to achieve, to overcome, to adjust, to ensure, to gain, to bear, to measure, to commit, to accompany, to influence. Adjectives: Beneficial, unacceptable, urgent, essential, complicated, challenging, satisfied, balanced, core, relevant, flexible. Adverbs: Steadily, adequately, essentially, firmly. Word groups: To break down, to set up, to take up, to do for a living, to keep in mind, to go through.
Vocabulary for extreme sports across earth: Nouns: Free climbing.
Vocabulary for extreme sports across water: Nouns: Kite surfing, kiteboarding, cave diving, free diving, sailing.
Vocabulary for extreme sports across snow and ice: Nouns: Ice climbing, snow kiting.
Vocabulary for extreme sports across air: Nouns: Base jumping.
Vocabulary for personal choices and preferences for sports and extreme sports: Nouns:
determination, a helmet, a marathon, a medal, oxygen, panic, suffering, patience, preference, a scratch, survival, a territory, a capacity, a current, courage, confidence, desire, discipline, enthusiasm, freedom. Verbs: To favour, to challenge, to crack, to dare, to devote, to equip, to scratch, to strengthen, to drag, to inspire. Adjectives: Bold, deadly, memorable, overseas, passionate, relieved, capable, enthusiastic, fellow.
Vocabulary for films and film genres: Nouns: Fantasy, horror, cast, budget, an origin.
Vocabulary for types of music and music genres: Nouns: A tone, rhythm, a lyric, a gig.

*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 Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He had followed the guideline for his fitness routine before he saw the results).
- "Would" for Expressing Habits in the Past: (She would adapt quickly to different cultures and environments).
- "Was/were used to and Got used to" in all forms: (He got used to struggling with stress).
-Complex Question Tags: (I'm going to get an email with the details, aren't I?)

Functions of the Grammatical Structures in Use:

-Use of the Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Expressing the details of the actions happened in the past such as time, process or order.
-Use of "Would" for Expressing Habits in the Past: Talking about the actions that happened regularly in the past.
-Use of "Was/were used to" and "Got used to" in all forms: Describing habitual actions or states in the past.
-Use of Complex Question Tags: Expressing confirmation about the actions or opinions.

Target Social Language Expressions in Use:

Peace begins within!
Your mind matters!
Small steps, big changes!
Happiness is a daily habit.
Your pace! Your journey!

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 "personal life and well-being with its components such as planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 year 10 of upper secondary school may know what "personal life and well-being with its components such as planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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

Well-being, personal well-being, life-time well-being, planning life-time personal well-being, personal choices, preferences, personal preferences for sports, extreme sports, personal choices for extreme sports, personal choices for films, film genres, personal choices for film genres, music, music genres.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design a project on the concept of "Personal Life and Well-being" by focusing on the importance of planning for long-term personal fulfilment. The Project will include setting priorities, achieving balance, and addressing challenges and barriers. Students will discuss how personal choices in sports such as relaxing pastimes or adrenaline-filled extreme activities influence their physical and mental health. Students will also cover their preferences in films and music by emphasising their role in shaping emotional well-being and cultural awareness. Students are free to expand their projects to show how hobbies and entertainment contribute to personal growth and satisfaction. 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 planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices

for films and film genres; music and music genres" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 10 of upper secondary school may know what planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres mean in their 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 after prep year 10 of upper secondary school, they are expected to know some basic vocabulary about "personal life and well-being" and also some necessary structures 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 after prep year 10 of upper secondary school are ready to learn the concept of "personal life and well-being with its components such as planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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 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 "personal life and well-being with planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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, "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " **(V3.2, V7.2, V13.2, V13.4, V14.2, V16.1, LS1, LS5, LS9).** 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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.2, V7.2, V13.2, V13.4, V14.2, V16.1, 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.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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " 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, V7.2, V13.2, V13.4, V14.2, V16.1, 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: planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres are on the target vocabulary list of the current theme as clues to the components of the current **(D3.7, V3.2, V7.2, V13.2, V13.4, V14.2, V16.1, 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.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, SELS.2.1, 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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres ". 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: planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres **(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 **(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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " 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 **(D3.1, 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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " 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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " 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.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 **(D3.1, 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.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: "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " " **(D3.6, V3.2, V7.2, V13.2, V13.4, V14.2, V16.1, 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.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 students of planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres 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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres" 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, V3.2, V7.2, V13.2, V13.4, V14.2, V16.1, 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.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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " 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 students planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres 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 different students of planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres 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, V7.2, V13.2, V13.4, V14.2, V16.1, LS5, LS9, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres through their writing tasks **((V3.2, V7.2, V13.2, V13.4, V14.2, V16.1, 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.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 "planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " 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 **(V3.2, V3.3, V7.2, V13.2, V13.4, V14.2, V16.1, 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.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" planning life-time personal well-being; personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres " **(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.10.3.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 planning life-time personal well-being; personal choices and preferences for sports; personal choices for films and film genres; music and music genres in English by using the target vocabulary and target grammar.

Activity 1: Stress-Free Solutions

The teacher asks students to role-play a counsellor-client session and then hold a group discussion on managing stress. Students discuss problems by using hobbies as a solution. S/he gives a scenario such as "You have a friend who is overwhelmed with stress and needs advice on how to balance his/her life". Then students write a recommendation plan. For example: "Start with exercising to ease physical tension. Attend an orchestra to calm your mind. End the day with a comedy film to lift your spirits". Following this session, they role-play all of the recommendations. The teacher provides constructive and supportive feedback on

the use of language, originality of the ideas and accuracy. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about human illnesses and diseases and give advice in English through a role-play activity by using the target vocabulary.

Activity 1: Read and Categorise

The teacher prepares a reading text related to personal choices and preferences for sports and extreme sports; personal choices for films and film genres; music and music genres. Students read the text and categorise vocabulary from the text into sports, music, and films such as sports: _____ (skateboarding, snowboarding, exercising); music: _____ (orchestra, gig, rhythm, lyrics); films: _____ (thriller, comedy) by discussing with their peers. Then they make sentences with the words and share them with the class. The teacher gives feedback on their work for accuracy and collaboration. At the end of the activity, the teacher guides students to play digital word games to use the target vocabulary to support their learning in an interactive and fun way. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 4: FAMILY LIFE & HOME

Sub-themes: Designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food

This theme is centred on the concept of "family life and home" and covers the sub-themes of "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food". 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 use English effectively 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 Skil

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

After Prep-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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food", 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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.*

EN10.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food".

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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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: "Designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for designing and decorating family homes: Nouns: A household, a layout, lighting, decoration, maintenance, a storage, renovation, a porch, veranda (patio AmE.), a basement, convenience, a collector, a hallway (corridor-AmE), a counter, an extension, a hook, a deck, litter (trash-AmE), patience. Verbs: To accommodate, to purchase, to equip, to restore, to rebuild, to collapse. Adjectives: Affordable, concrete, conventional, genuine, adequate, mechanical, domestic, inner, thorough, functional, aesthetically pleasing, decent.
Vocabulary for housing problems: Verbs: To ruin, to spoil, to collapse. Phrases: Rising material cost, high land cost, a lack of skilled construction workers, use of cheaper and lower-quality material, out-dated construction methods, poor quality control.
Vocabulary for family conflicts: Nouns: Tension, a separation, rejection, suspicion, privacy, a remark, a debt. Verbs: To deny, to criticise, to reject, to restrict, to interrupt, to offend, to oppose, to suspect, to tear, to urge, to cancel.
Vocabulary for family traditions and customs about food: Nouns: Harvest meal, teatime, cultural cuisine, a special occasion. Verbs: To honour, to praise, to satisfy, Adverbs: Thoroughly.

*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:

-Comparative and Superlative Adjectives (Regular-Irregular Forms): (This house is more affordable than the one in the town. The decoration in the study room is the most elegant decoration in the house).
-Same as, the same: (Jane gets the same salary as me. You're just the same as your mother).
-As... as: (Mehmet isn't as old as he looks).
-Like, alike, slightly: (You look like your father. My siblings look alike. My brother is slightly taller than me).
- "Cleft Sentences" with Adjectives: (What you did for this house is wonderful).

Functions of the Grammatical Structures in Use:

-Use of Comparative and Superlative Adjectives: Expressing the degrees of differences.
-Use of Same as, the same: Expressing similarity or equality.
-Use of As... as: Emphasizing the degree of similarity.
-Use of Like, alike, slightly: Expressing slight differences.
-Use of "Cleft Sentences" with Adjectives: Emphasising a particular part of a sentence to emphasise an idea, fact, situation.

Target Social Language Expressions in Use:

Home is not a place, it's a feeling.
Together is our favourite place to be.
Every family has a story - welcome to ours!
Family is the anchor in the storm.
A happy home is built with kindness.

Target Phonological Sounds in Use:

Vowels: a, e
Consonants: b, c, d
Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/; /i:/, /ə/, silent /e/)
Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "family life and home with its components such as designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 year 10 of upper secondary school may know what "family life and home with its components such as designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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

Designing, decorating, family homes, designing family homes, decorating family homes, housing problems, family conflicts, family traditions, family customs, food, family traditions about food, family customs about food.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will write and act-out role plays about family conflicts in pairs. They will discuss, brainstorm and list the conflicts that could be in families. They will write a role play and/or dialogue for the problem they choose from the list. Then, they will act out the role play they have chosen in the class in pairs. They may record their role plays as well. They may use accessories, clothing, visuals or videos while performing the role play. 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 designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 10 of an upper secondary school may know what designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food mean in their 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 after prep year 10 of an upper secondary school, they are expected to know some basic vocabulary about "family life and home" and also some necessary structures 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 after prep year 10 of upper secondary school are ready to learn the concept of "family life and home with its components such as designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 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 "family life and home with designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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, "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food " **(V2.1, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" to identify the topic of the content and to answer the question: "What is the whole content about?" ?" **(D3.6, V2.1, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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 "designing and decorating family homes; housing problems and family

conflicts; family traditions and customs about food" 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, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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: designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V2.1, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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 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.10.4.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, SELS.2.1, 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food". 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: designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food **(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 **(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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 **(D3.1, 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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.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 **(D3.1, 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.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: "designing and decorating family homes; housing problems

and family conflicts; family traditions and customs about food" " **(D3.6, V2.1, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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 students of designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, V15.5, 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" 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 students designing and decorating family homes; housing problems and family conflicts; family traditions and customs about foodin 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 different students of designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food 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, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food through their writing tasks **(V2.1, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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 "designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example **(V2.1, V2.3, V2.4, V7.3, V8.3, V8.4, V15.1, 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" designing and decorating family homes; housing problems and family conflicts; family traditions and customs about food" **(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 housing problems and family conflicts in English by using the target vocabulary.

Activity 1: Home Renovation Debate

The teacher shows some visuals for designing and decorating family homes, housing problems, and family conflicts (e.g. installing a device, a broken window, or a family discussion). The class discusses each visual through identification of what it represents and the possible conflicts it might cause. For example, a broken window might lead to blame or disagreement about repairs. Then, students work in groups of three to four. In groups, students choose a conflict from the visuals and act it out. Each student takes a role such as "a parent, a sibling, or a mediator" and uses target words such as "to urge", "to criticise", or "to insist". For example, in a conflict about renovating the kitchen or living room, the father could say "We should start with the kitchen because it's more useful". The mother could say, "But the living room looks bad and everyone sees it first". The mediator could say, "Let's fix the kitchen first and then do the living room later". The teacher gives constructive and supportive feedback on accurate use of the language with target vocabulary, grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about housing problems and family conflicts in English by using the target vocabulary.

Activity 1: Home Renovation Debate

The teacher shows some simple visuals of home-related problems (e.g. a broken window, a messy room, or someone installing a TV) and asks guiding questions like "What is this?" or "Is there a problem?" to help students describe what they see to use target vocabulary and target grammar. (e.g. "The window is broken"). Target vocabulary such as "fix, angry, clean, should" is introduced with repetition and gestures. Students are divided into small groups and choose one picture to role-play. Each student is given a simple role (Parent 1, Parent 2, Child, or Mediator) and sentence starters like "Let's fix the...", "I think we should...", or "No, the TV is okay". They perform short dialogues based on the given situation by using the target words and grammar. The teacher gives supportive feedback for the use of language including the target vocabulary, grammar,

and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city

This theme is centred on the concept of "life in the neighbourhood, city and social life" and covers the sub-themes of "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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. 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 Skil

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

After Prep-Year 10 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENT

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)", 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)".

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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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 AND SOCIAL LIFE

Sub-themes: "Lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for lifestyles and culture on leisure activities in the neighbourhood and city: Nouns: A stall, a resident, a consequence, preservation, promotion, appreciation, construction, an aspect, mobility. Verbs: To unite, to hold, to appreciate, to perceive, to contribute, to comfort, to declare. Adjectives: Constant, vital, crucial, historical, contemporary, overall, fundamental, concerned.
Vocabulary for urban trends: Nouns: Urbanisation. Phrases: Urban farming, affordable housing, green spaces, smart lighting, eco-cities, city planning, public art.
Phrases for technology in the city: Self-driving cars, robotics, a solar panel, a wind farm, a recycling facility, an urban farming.
Vocabulary for performing arts (dance, theatre): Nouns: Artwork, a ballet, a performance, a script, a venue, a production, costume, a stage. Verbs: To act, to rehearse, to stage, to interpret, to host, to house. Adjectives: Artistic, iconic, expressive, captivating.
Vocabulary for visual arts (Painting, Sculpture, Photography, Architecture): Nouns: A canvas, a gallery, a portrait, a composition, pattern, concrete, steel, murals. Verbs: To craft, to photograph, to capture, to illustrate, to compose, to construct, to visualize.
Adjectives: Abstract, contemporary, historic, inspiring.

*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:

-Passive Voice for Past Tenses: (A local festival was organized in the city center last weekend. A famous play was performed at the theatre last night. The sculptures were being displayed at the city's art gallery last month).

-Causatives: (to have someone do something; to have something done (Passive)): (We had the guide show the place). (The gallery had the photographs framed for the upcoming exhibit).
-"Be Able to" in Past Tenses and the Present Perfect Tenses: (The artist was able to finish the sculpture before the exhibition opening).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice for/in Past Tenses: Describing actions or events in the past where the focus is on the outcome or what happened, rather than who performed the action.
-Use of Causatives: (to have someone do something (active); to have something done):
Describing situations arranged for someone to perform a task or service.
-Use of "Be able to" in/for Past Tenses and Present Perfect Tenses: Describing ability for completed actions and continuation or the result of this ability over time.

Target Social Language Expressions in Use:

Be the neighbour you wish to have!
Strangers are just friends you haven't met yet!
Every street has a story!
Cities grow but culture holds them together!
Walk the block, meet the world!

Target Phonological Sounds in Use:

Vowels: i: (/aɪ/, /ɪ/, /iː/)
Consonants: f: (/f/); g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/); j: (/dʒeɪ/, /dʒ/); k: (/k/, silent /k/)
*(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 and social life with its components such as lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the 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 year 10 of upper secondary school may know what "life in the neighbourhood, city and social life with its components such as lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city" 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

Lifestyles, cultures, leisure activities, neighbourhood, city, leisure activities in the neighbourhood, leisure activities in the city, culture on leisure activities in the neighbourhood, culture on leisure activities in the city, urban trends, technology, performing arts (dance, theatre), visual arts (painting, sculpture, architecture), performing arts in the city, visual arts in the city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design a "Virtual Museum about Life in the Universe and Future" focussing on space travel technologies, the concept of space tourism, and science fiction imagination. Students will start with researching different aspects of rockets, satellites, lunar missions, and interplanetary travel. They will use Web 2.0 tools or AI technologies and they will design each section with pictures, descriptions, timelines or short videos. The museum should include creative elements like charts, interactive timelines, and detailed illustrations of spacecraft and futuristic cities. Additionally, they may add

science fiction stories and metaphorical visuals to represent futuristic ideas. They will present their virtual museum to the class by explaining the key elements and how each part reflects the future possibilities of space exploration, technological advancements, and interplanetary life. 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 and social life with its components such as lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 10 of an upper secondary school may know what lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city mean in their 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 the after prep year 10 of an upper secondary school, they are expected to know some basic vocabulary about "life in the neighbourhood, city and social life" and also some necessary structures 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 after prep year 10 of an upper secondary school are ready to learn the concept of "life in the neighbourhood, city and social life with its components such as lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the 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 preparatory practices. 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 "life in the neighbourhood, city and social life with lifestyles & culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture)" 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, "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city" **(V7.1, V7.2, V7.3, V11.3, V16.2, LS1, LS5, LS9).** 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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V7.1, V7.2, V7.3, V11.3, V16.2, 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.10.5.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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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, V7.1, V7.2, V7.3, V11.3, V16.2, 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: lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city are on the target vocabulary list of the current theme as clues to the components of the current **(D3.7, V7.1, V7.2, V7.3, V11.3, V16.2, 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.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, 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, SELS.2.1, 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, LS4).** S/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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).**

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: lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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).** 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 **(D3.1, 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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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, 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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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 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.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 **(D3.1, 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.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: "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the city" " **(D3.6, V7.1, V7.2, V7.3, V11.3, V16.2, 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.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 students of lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the citymean 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 "lifestyles and culture

on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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, V7.1, V7.2, V7.3, V11.3, V16.2,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.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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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.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 students lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the cityin 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 different students of lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the cityfor 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, V7.1, V7.2, V7.3, V11.3, V16.2, LS5, LS9, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) in the citythrough their writing tasks **(V7.1, V7.2, V7.3, V11.3, 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.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 "lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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 **(V7.1, V7.2, V7.3, V11.3, 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.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" lifestyles and culture on leisure activities in the neighbourhood and city; urban trends and technology; performing arts (dance, theatre) and visual arts (painting, sculpture, architecture) 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.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 lifestyles, culture, and leisure activities in the neighbourhood and city in English by using the target vocabulary and target grammar.

Activity 1: Descriptive Writing

Students work in groups to describe urban life and events by using the target grammar. Each group chooses a topic such as a recent urban art festival or a cultural exhibition in the city. They collaborate to write a descriptive paragraph. They create visuals and prepare a short presentation. An example paragraph for the presentation can be as follows: "Last weekend, an art festival was held in the main square of the city. Beautiful murals were painted by talented artists, and live music performances were organised to attract visitors. Sculptures were exhibited in the central gallery and some awards were given to the best work of art. The event was attended by many residents and it helped to promote cultural appreciation". Each group will present their work by using images or drawings to enrich their presentation and engage the audience. After the presentation, the teacher gives feedback on the use of the language including accuracy, use of target vocabulary, target grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe lifestyles, culture, and leisure activities in the neighbourhood and city in English by using target vocabulary and target grammar.

Activity 1: Matching Vocabulary with Definitions

The teacher prepares a worksheet related to life in the neighbourhood, city, and social life to help students practice target vocabulary and grammar. The worksheet includes two activities: first, students match the target words such as resident, coexistence, and sculpture with simple definitions or visuals (e.g. "A person who lives in a neighbourhood → Resident" or "A public sale of goods to the highest bidder → Auction"). Second, students complete sentences using the correct forms of the "Passive Voice in past tenses such as "A local festival _____ (organise) in the city centre last weekend" (was organised) or "Sculptures _____ (display) at the city's art gallery last month" (were being displayed). This worksheet is designed to improve vocabulary learning and to practise the use of the "Passive Voice". The teacher gives feedback on the use of language including target vocabulary, target grammar and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication

This theme is centred on the concept of "life in the world and culture" and covers the sub-themes of "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication". 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 Skil

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, 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

After Prep-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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication", 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication".

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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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 media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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: "Media and popular culture, celebrities and influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for media and popular culture, celebrities and influencers: Nouns: An attachment, an affair, an animation, a broadcaster, fame, journalism, an icon, an illustration, a preference, popularity, publishing, a sponsorship, a tendency, reputation, exposure, publicity, rating. Verbs: To demand, to expose, to praise, to satisfy, to select, to sponsor. Adjectives: Characteristic, charming, dominant, editorial, elegant, enjoyable, entertaining, fond, lively, widespread, willing.
Vocabulary for global influence of films, music and fashion on culture and lifestyles:
Nouns: A composer, contribution, creation, a critic, delight, a genre, a scenario, a screening, a tale, a choir. Verbs: To broadcast, to compose, to criticise, to display, to inspire, to rate. Adjectives: Comic, classic, dramatic, fake, humorous, intellectual, prime.
Vocabulary for multicultural societies: Nouns: A majority, a minority, a representative, a combination, interaction, a viewpoint. Verbs: To integrate, to adopt, to differ. Adjectives: Regional, diverse.

*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: (During the awards ceremony, the reporters will be interviewing actors on the red carpet).
-"Will get used to": (People will get used to using translation apps to understand foreign languages in the future).
-Passive Voice for/in Future Tenses: (The new TV series will be released next month on a national TV channel. By the end of this decade, many important technological developments will have been achieved).
-Complex Question Tags: (I'm becoming more familiar with global music trends, aren't I?)

Functions of the Grammatical Structures in Use:

-Use of the Future Progressive Tense: Describing actions or events that will be happening at a particular time in the future by emphasising ongoing activity or progression.
-Use of "Will get used to": Expressing how someone will adapt or become accustomed to new habits, situations, or environments over time in the future.
-Use of Passive Voice for/in Future Tenses: Describing future events or actions where
the focus is on the outcome or the object of the action rather than the person or entity performing it.
-Use of Complex Question Tags: Confirming information, checking understanding, and/ or seeking agreement in complex sentence structures or with varying verb forms and auxiliaries.

Target Social Language Expressions in Use:

Culture is how we tell our stories!
Creativity connects more than borders do!
One world, many wonders!
The more you see, the more you grow!
Explore. Connect. Respect!

Target Phonological Sounds in Use:

Vowel: o
Consonants: l, m, n, (ng), p
Vowel: o: (/əʊ/, /ɒ/)
Consonants: l: (/ɛl/ /l/, silent /l/); m; (/ɛm/,/m/); n: (/ɛn/, /n/, silent /n/); ng: (/ng/); p: (pi:/p/, silent /p/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication" 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 year 10 of upper secondary school may know what "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication" 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

Media, popular culture, celebrities, influencers, films, music, fashion, culture, lifestyles, global influence of films, global influence of music, global influence of fashion, global influence of films, music and fashion on culture, global influence of films, music and fashion on lifestyles, global influence of films, music and fashion on culture and lifestyles, cross-cultural communication.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT:

Students will implement a questionnaire about celebrities and influencers who contribute to the community positively. First, they will prepare at least ten survey questions about the topic. Then, they will ask these questions to their friends in their classes. They may conduct the questionnaire online as well. After conducting, they will categorise the results and find the most popular celebrity, the least successful one, etc. according to their contributions to the community and present them in the class. They may use graphs, charts or visuals in their presentations. 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 media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 10 of upper secondary school may know what media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication mean in their 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 after prep year 10 of upper secondary school, they are expected to know some basic vocabulary about "life in the world and culture" and also some necessary structures 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 after prep year 10 of upper secondary school are ready to learn the concept of "life in the world and culture with its components such as media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication" 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 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 "life in the world and culture with media and popular culture, celebrities & influencers; global influence of films, music and fashion on culture and lifestyles; cross-cultural communication" 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, "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " **(V4.5, V6.2, V7.2, V7.3, V14.1, V15.1, LS1, LS5, LS9).** 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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V4.5, V6.2, V7.2, V7.3, V14.1, 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.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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " 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, V6.2, V7.2, V7.3, V14.1, V15.1, 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: media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication are on the target vocabulary list of the current theme as clues to the components of the current theme **(D3.7, V4.5, V6.2, V7.2, V7.3, V14.1, V15.1, 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.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, SELS.2.1, 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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication ". 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: media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " 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 **(D3.1, 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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " 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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " 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.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 **(D3.1, 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.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: "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " **(D3.6, V4.5, V6.2, V7.2, V7.3, V14.1, V15.1, 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.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 students of media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication 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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V4.5, V6.2, V7.2, V7.3, V14.1, 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.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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " 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 students media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication 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 different students of media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication 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, V6.2, V7.2, V7.3, V14.1, V15.1, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication through their writing tasks **(V4.5, V6.2, V7.2, V7.3, V14.1, 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.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 "media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication " 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 **(V4.5, V6.2, V7.2, V7.3, V14.1, 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.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" media, popular culture, celebrities and influencers; global influence of films, music, and fashion on culture and lifestyles; cross-cultural communication" **(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 opinions on media and popular culture in English by using target vocabulary.

Activity 1: Design Your Global Culture Awards

Students watch a short and animated video about a "Celebrity Awards Night for best contributors to the world (for the environment, research, etc.)". The video focuses on the target vocabulary, such as "fame", "contribution", "broadcast", and "premiere", along with target grammar examples, such as "By the end of the ceremony, new targets to help people will have been introduced". After the video, students work in groups to design their own "Global Culture Awards" or "Global Contribution Awards" by using a Web 2 tool. Each project must include: Event Description: Students use the target vocabulary to describe the event, e.g. "The event will provide widespread cultural contributions". Schedule: Students create a timeline by using the target grammar, e.g. "Cultural performances will be staged throughout the evening". Tagline: Students add a creative tagline with a complex question tag, e.g. "This will be an unforgettable night, won't it?". The activity ends with group presentations, where students share their designs, and the teacher gives feedback on the use of vocabulary, grammar, and creativity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about media and popular culture in English by using target vocabulary.

Activity 1: Star Quest - Celebrity Awards Adventure

Students watch a short and animated video introducing a "Celebrity Awards Night for positive contributions to the world", where vocabulary such as "fame", "charity", "contribution", "broadcast", and "premiere" is contextualised with target grammar examples such as "Reporters will be talking to the stars on the red carpet".

They then participate in an interactive digital quiz using a Web 2.0 tool where instant feedback is provided. Questions include vocabulary matching (e.g. "fame" - popularity) and True/False activity. ("A broadcaster is a person who hosts events on the red carpet" - False). As students go on, the teacher encourages them with phrases like "Great effort!" or "You're doing amazing!" and highlights examples of strong performance to motivate others. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions

This theme is centred on the concept of "life in nature and global problems" and covers the sub-themes of "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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 use English effectively 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 Skil

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

After Prep-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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.L2. Students can bring together the information in the current content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.R1. Students can prepare for reading the content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.R2. Students can bring information together about the current content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.W3. Students can construct new written content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.S2. Students can analyse and understand the model content related to "Life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.10.7.S5. Students can reconstruct the information about "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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: "Sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for sustainable development: Nouns: Agriculture, carbon, conservation, biodiversity, reduction, protection. Verbs: To maintain, to convert, to generate, to preserve, to promote. Adjectives: Solar, urban, harmful, sustainable, biological. Adverbs: Efficiently, entirely, sufficiently.
Vocabulary for food security and famine: Nouns: Awareness, consumption, nutrition, malnutrition, a shortage, a distribution, a source. Verbs: To distribute, to ensure, to modify, to secure, to starve, to supply. Adjectives: Adequate, affordable, artificial, balanced, extreme, imbalanced, reasonable, rural. Adverbs: Adequately, deeply.
Vocabulary for climate change and its global impact: Nouns: Problems and solutions: acid rain, carbon footprint, deforestation, emission, warming, a glacier, a spread, extinction, awareness, transportation, species, tragedy. Verbs: To absorb, to conserve, to release, to melt, to threaten, to pose, to undertake, to impose, to abuse, to exploit.
Adjectives: Renewable, severe, tragic. Adverbs: Additionally. Idioms: To pose a threat, to become extinct.

*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 Pronouns Used for Relative Clauses (whose, whom, where, when, which): (The farmer whose crops were destroyed by the heavy rains is looking for financial aid. The village, where the drought is particularly severe, has been receiving international aid).
-Forming Nouns from Verbs Using -ing (swim - swimming, play – playing): (Conserving natural resources like forests can help cope with deforestation and its harmful effects).
-Verb + object + gerund (-ing form) (verbs: stop, prevent, keep, dislike, catch): (The doctor prevented the patient from taking the wrong medicine).

Functions of the Grammatical Structures in Use:

-Use of Defining and Non-defining Relative Pronouns Used for Relative Clauses (whose, whom, where, when, whose, o which): Giving information or extra information about the subject or object mentioned.
-Use of Forming Nouns from Verbs Using -ing (swim - swimming, play – playing): Turning actions or processes into concepts.
-Use of verb + object + gerund (-ing form) (verbs: stop, prevent, keep): Describing prevention, experience, and involvement, etc.

Target Social Language Expressions in Use:

The earth is speaking—are we listening?
Live simply, so nature can simply live!
Pollution is silent, but deadly!
Let nature be your teacher!

Target Phonological Sounds in Use:

Vowel: u
Consonants: q, r, s, t
Vowel: u: (/juː/, /ʌ/, silent /u/)
Consonants: q: (/kjuː/, /k/); r: (/ɑː/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE), silent /r/ (Br)); s: (/s/, /ɛs/, /z/, silent /s/); t : (/tiː/, /t/, silent /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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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 year 10 of upper secondary school may know what "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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

Development, sustainable development (eco-friendly buildings, green technology), security, food security, famine, climate change, global impact of climate change, problems of climate change, solutions to climate change, problems and solutions of climate change.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design "a community action plan" including sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions. They work in pairs. First, they find a global issue such as climate change, food security, or sustainable development. Then they suggest three practical and innovative solutions for either urban or rural environments. They will create a visual representation such as a poster or 3D model of one solution. They will conclude with a short written or oral reflection on how applying the suggested plan can promote balance between human needs and environmental preservation in the classroom. 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 sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 10 of upper secondary school may know what sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions mean in their 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 after prep year 10 of upper secondary school, they are expected to know some basic vocabulary about "life in nature and global problems" and also some necessary structures 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 after prep year 10 of upper secondary school are ready to learn the concept of "life in nature and global problems with its components such as sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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 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 recall the concept "life in nature and global problems with sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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, "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions" **(V5.2, V5.3, V13.1, V13.4, V16.3, V17.1, V17.2, 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.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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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, V13.1, V13.4, V16.3, V17.1, V17.2, 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.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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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, V13.1, V13.4, V16.3, V17.1, V17.2, V18.3, 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: sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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, V13.1, V13.4, V16.3, V17.1, V17.2, 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, 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, SELS.2.1, 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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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: sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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 **(D3.1, 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 "sustainable development

(eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 **(D3.1, 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.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: "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions" **(D3.6, V5.2, V5.3, V13.1, V13.4, V16.3, V17.1, V17.2, 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 students of sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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, V13.1, V13.4, V16.3, V17.1, V17.2, V18.3, 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.10.7.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 "sustainable development (eco-friendly buildings, green technology); food security and

famine; climate change and its global impact: problems 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.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 students sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions 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 different students of sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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, V13.1, V13.4, V16.3, V17.1, V17.2, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems and solutions through their writing tasks **(V5.2, V5.3, V13.1, V13.4, V16.3, V17.1, V17.2, 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.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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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, V13.1, V13.4, V16.3, V17.1, V17.2, 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 "sustainable development (eco-friendly buildings, green technology); food security and famine; climate change and its global impact: problems 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.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 sustainable development, food security and famine, and climate change and its global impact in English by using the target vocabulary.

Activity 1: Role-Play on Global Problems

Students take part in a role-play based on real-world scenarios related to sustainable development, food security, and climate change. The teacher assigns roles such as a climate scientist, farmer, etc. S/he provides prompts such as, "The initiative, which promotes renewable energy, has been implemented in several countries" to guide their responses. Students engage in a simulated discussion or meeting by addressing topics such as solutions to drought or the benefits of green technology in urban areas (e.g. sustainable, conservation, biodiversity) and relative clauses (e.g. "The farmer, whose crops were destroyed by drought, is searching for solutions"). After each role play, the teacher gives feedback on correct use of language with target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify sustainable development, climate change, and its global impact in English by using target vocabulary.

Activity 1: Picture Description

The teacher shows students some pictures related to sustainable development or climate change (e.g. a solar panel, a drought-stricken area, a wind turbine). S/he provides sentences such as "This is _____, which _____". "The _____, where _____, is _____" or "This is a place whose _____" to guide them. Students write or say sentences by using the pictures and target vocabulary such as "biodiversity, conservation, or renewable". For example: "This is a solar panel, which produces clean energy" or "The forest, where many species live, is under threat". The teacher provides a word bank if students need it. They read the sentences aloud. In the end, the teacher gives constructive feedback on the correct use of language with relative clauses and the target vocabulary. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 10 (AFTER PREP)-LEVEL: B2.2

THEME 8: LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: The development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination

This theme is centred on the concept of "life in the universe and the future" and covers the sub-themes of "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination". 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 Skil

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

After Prep-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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination", 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination".

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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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: "The development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for the development of space travel technologies (rockets, space crafts): Nouns: Means, a mission, a rocket, an innovation. Verbs: To abandon, to launch, to revolutionise. Adjectives: Astonishing, innovative, distant. Adverbs: Upwards.
Vocabulary for the concept of space tourism and its future: Nouns: An assumption, a prospect, a crew, advancement, an investment, safety, an excursion, a probability. Verbs: To emerge, to conduct, to book. Adjectives: Commercial, lunar, unique, potential.
Vocabulary for science fiction and imagination: Nouns: A fantasy, a genre, inspiration, a vision. Verbs: To simulate, to inspire. Adjectives: Extraordinary, impressed, fictional.

*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:

-Use of the Conditional 2: Describing an imaginary or unreal situation in the present and future.

*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:

-Conditional 2: (If people made a significant innovation in fuel technology, space travel would be more affordable).
-Conditional 3: (If people had made a significant innovation in fuel technology, space travel would have become more affordable)
-Modals in the Past (Could, Would, May, Should, Ought to, Might, Must have + past participle): "You could have been more careful about the warnings".
- "Wish" (Present, Past, Future): I wish I was on a spaceship (Present Unreal situation). I wish I had learnt more about space (Past regret). I wish you would help me with my assignment about space (Complaint-Future).

Functions of the Grammatical Structures in Use:

-Use of Conditional 3: Describing imaginary situations (which did not happen) in the past.
-Use of Modals in the Past: Expressing possibility, advice, necessity, ability, expectation and criticism in

relation to the past.
-Use of "Wish" (for the Present and Future): Expressing wishes, regrets, desires and unreal situations about the present or future.

Target Social Language Expressions in Use:

Innovation starts with a question!
The future belongs to the curious!
Tomorrow is written by today's dreamers!
Our future is written in the stars!
The universe doesn't wait for us to catch up!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z
Consonants: v: (/viː/, /v/); w: (/w/), silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /iː/); z: /(zed/ (Br), /ziː/ (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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 the year 10 (after prep) of an upper secondary school may know what "life in the universe and the future with its components such as the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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

Space, travel, technologies, development, space travel, space travel technologies (rockets, spacecrafts), development of space travel technologies, tourism, concept, space tourism, concept of space tourism, future, future of space tourism, science fiction, imagination.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will write a narrative or reflection about one of the following sub-themes: the development of space travel technologies, the future of space tourism, or the role of science fiction and imagination. The writing piece should cover advancements, challenges, and visionary ideas. It should include target vocabulary items and phrases from the list provided to them by the teacher. Students are expected to use Conditional 2 and Conditional 3 accurately for hypothetical scenarios. 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 the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in the after prep year 10 of an upper secondary school may know what the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination mean in their 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 after prep year 10 of upper secondary school, they are expected to know some basic vocabulary about "life in the universe and the future" and also some necessary structures 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 after prep year 10 of upper secondary school are ready to learn the concept of "life in the universe and the future with its components such as the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 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 "life in the universe and the future with the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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, "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" **(V3.1, V3.3, 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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.1, V3.3, 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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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, V3.1, V3.3, 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: the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination are on the target vocabulary list of the current theme as clues to the components of the current theme . **(D3.7, V3.1, V3.3, 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, SELS.2.1, 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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination". 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: the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 **(D3.1, 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 development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction

and imagination" 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 development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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.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 **(D3.1, 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.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: "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination **(D3.6, V3.1, V3.3, 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 students of the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination 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 development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.1, V3.3, V11.1, V11.2, 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.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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 students the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination 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 different students of the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination 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, V3.1, V3.3, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.10.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students the development of space travel technologies (rockets, spacecrafts); the

concept of space tourism and its future; science fiction and imagination through their writing tasks **(V3.1, V3.3, 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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" 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 **(V3.1, V3.3, 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 "the development of space travel technologies (rockets, spacecrafts); the concept of space tourism and its future; science fiction and imagination" **(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 talk about space travel technologies (rockets, spacecraft); the concept of space tourism and its future in English by using the target vocabulary.

Activity 1: Future of Space Tourism

The teacher introduces the activity related to space tourism debate. The teacher prepares two groups: one to discuss in favour of space tourism by emphasising its unique opportunities, potential for advancements, and commercial benefits; the other group to focus on its challenges such as high costs, risks to the crew, and environmental concerns. Each group uses the target vocabulary such as "booking, lunar, unique, safety, crew, commercial, potential, investment" in their debate. After the debate, s/he gives feedback on the use of the language including the target vocabulary and creativity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To create an advertisement on the concept of space tourism and its future in English by using target vocabulary and target grammar.

Activity 1:

The teacher introduces the activity to the students and they work in pairs. They write a short advertisement for space tourism. They use the target vocabulary such as "booking, lunar, unique, safety, crew" in their sentences and make sentences such as: "Join our unique lunar excursion! Our experienced crew ensures your safety on this incredible adventure. Now, you will create your own advertisement". They expand the

advertisement with some visuals and present it in class. The teacher listens and gives feedback on the use of language for accuracy and creativity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

AFTER PREP-YEAR 11

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations

This theme is centred on the concept of "school life and education" and covers the sub-themes of "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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 use English effectively 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, 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

After Prep-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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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.*

EENG.11.1.W6. Students can reconstruct their writing about the current theme on "school life and education with comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for comparing traditional and modern education: Nouns: An association, a corporation, lifetime, a limitation, a mode, an objective, a prompt, a questionnaire, a trait. Verbs: To classify, to dare, to account, to emphasise. Adjectives: Relevant, dependent, independent, incentive. Adverbs: Lately, literally, potentially, precisely. Phrasal verbs: Take into account.
Vocabulary for educational challenges in today's world: Nouns: Globalisation, placement, thesis. Verbs: To cite, to complicate. Adjectives: Challenging, comparative, controversial.
Vocabulary for impact of technology in education: Nouns: Programming, radiation, a receiver, an account, an advance, an aid, a barrier, gaming, timing. Verbs: To trap, to advance, to border, to aid, to detail, to document, to dominate, to extend. Adjectives: Remarkable, ultimate. Adverbs: Remarkably.
Phrases for educational challenges in today's world: Quality of education, access to education, social inequality, student engagement, well-being of students, rising education cost, cultural differences, globalisation and discrimination.

*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:

-Revision of the Present, Perfect, and Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be Going to Future Tense): (Technology has remarkably improved the quality of education. Today's schools are going to prioritise student wellbeing to improve their performance). *About "Background Grammatical Structures in Use":

*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:

-Passive Voice of the Present, Perfect, and Future Tenses for Narration and Daily Conversations: (Do you think new educational technologies are being developed nowadays? I believe educational barriers will be removed through technology).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice of the Present, Perfect, and Future Tenses for Narration and Daily Conversations: Describing actions and events where the person performing the action is not emphasised but focusing on the outcome or the object of the action instead (at present, in the future).
-Use of Present, Perfect, and Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be Going to Future Tense): Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans.

Target Social Language Expressions in Use:

Technology is really changing the game!
Different times call for different methods!
You can't teach today's students with yesterday's tools!
Learning is a journey, not a destination!

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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 year 11 of upper secondary school may know what "school life and education with its components such as comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations" 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

Traditional education, modern education, comparing traditional and modern education, education challenges, challenges in modern world, education challenges in modern world, technology, impact of technology, impact of technology on education, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will research the progress and change in education by comparing traditional and modern methods, addressing challenges in today's school systems, and examining the impact of technology. They will research key aspects, such as the role of digital tools and issues such as rising costs. They will present the findings creatively through timelines, videos, and/or interviews by covering the differences and transformations in education. Additionally, students will write a one-page reflection discussing how technology has improved education, other remaining challenges, and their preference between traditional and today's modern technology-based systems. They will present it in the classroom. 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 traditional and modern education; education challenges in today's world; impact of technology on education;

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 after prep year 11 of upper secondary school may know what comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations mean in their 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 after prep year 11 of upper secondary school, they are expected to know some basic vocabulary about "school life and education" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "school life and education with its components such as comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations" 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 "school life and education with comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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, "comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations **(V1.2, V11.1, V11.3, V14.3, V19.1, 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.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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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.11.1.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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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, V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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, V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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.11.1.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, SELS.2.1, 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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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: comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations **(D3.7, D3.2, D3.6, V3.4, 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 **(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 traditional and modern education; education challenges in today's world; impact of technology on education; 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 **(D3.1, 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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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.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 **(D3.1, 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.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: "comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations **(D3.6, V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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.11.1.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 comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, V19.1, V19.2, 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 traditional and modern education; education challenges in today's world; impact of technology on education; 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, V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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.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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations" to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, V19.1, V19.2, 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 students comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations in their later free writing tasks **(D3.6, SELS1.2, V3.2, V19.1, V19.2, 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 different students of comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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, V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations through their writing tasks **(V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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.11.1.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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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 **(V1.2, V11.1, V11.3, V14.3, V19.1, V19.2, 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.11.1.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 "comparing traditional and modern education; education challenges in today's world; impact of technology on education; 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 make comparisons between traditional and modern education in English by using target vocabulary and target grammar.

Activity 1: Comparing Traditional and Modern Education with technology

Students work in pairs and the teacher gives them a chart with topics related to education (e.g. teaching methods, technology use, student roles). Each pair writes two comparative sentences for each topic by using the target vocabulary such as "association", "lifetime", and "emphasis". For example, "Traditional education placed more emphasis on memorisation while modern education emphasises critical thinking". After completing the sentences, each pair shares their comparisons with the class and the teacher gives feedback on accuracy and use of target vocabulary. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe challenges in education in English by using target vocabulary.

Activity 1: Educational Challenges in the Today's World

Students watch a simple video provided by the teacher about problems in education such as "quality of education" and "access to education". After the video, they write simple sentences such as "Social problems makes education harder" or "Globalisation is a big challenge", by using target vocabulary such as "challenging" and "rising education cost". Later, each student reads her/his sentences aloud and peers provide corrections or suggestions if needed. The teacher gives constructive and supportive feedback on the use of language with the target vocabulary and grammar. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE..

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration

This theme is centred on the concept of "classroom life and learning" and covers the subthemes of "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration". 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 use English effectively 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, 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

After Prep-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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration", 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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.11.2.W3. Students can construct new written content on "classroom life and learning with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration".

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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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: "Importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for importance of teamwork and collaboration: Nouns: Unity, commitment, solidarity, consideration, devotion, determination. Verbs: To enrich, to foster, to unite, to maximize, to survey, to secure, to devote. Phrases: Problem-solving, shared knowledge, team integration, diversity of ideas, better decision-making, higher performance, enhanced communication, exchange of ideas, mutual support, shared responsibility, conflict resolution, shared goal, worldwide impact, team spirit, task completion, decision-making. Adjectives: Secure, determined, precious.
Vocabulary for global collaboration: Nouns: A proposal, an initiative, a strategy, a campaign, an impact, a contribution, an outcome, a contract, an approval. Verbs: To fund, to contract, to back, to acknowledge, to approve. Adverbs: Mutually, openly, freely, cross-culturally, worldwide, universally, equally, virtually, inclusively, strategically.
Vocabulary for challenges for teamwork and collaboration: Nouns: Opposition, harmony, consistency. Verbs: To clarify, to disapprove, to discourage, to disappoint. Adverbs: Emotionally.

*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:

-Passive Voice of Modals ("Can, Could, May, Might, Need, Needn't"): (Contributors shouldn't be discouraged from offering their ideas).
-"Be able to" for Ability (present-past-future): (They were able to collaborate in the project willingly).
-Verbs Followed by Bare Infinitives (I'd rather, had better, etc.): (You had better complete the task by the deadline).
-Verbs Followed by To + Gerund (help, look forward, etc.): (I look forward to maximising the impact of our collaboration in the project).
-Verbs Followed by Infinitives (think about, make me, hope, advise, manage, mind, etc.): (Teachers should advise students to study collaboratively).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice of Modals: Expressing probability, deduction, speculation, necessity and obligation when the focus is on the action rather than the doer.
-Use of "Be able to" for Ability: Expressing ability at different times (past, present).
-Use of Verbs Followed by Bare Infinitives: Expressing suggestions, necessity, or preferences in a direct and concise way.
-Use of Verbs Followed by To + Gerund: Describing actions related to habits, future expectations, or adaptability.
-Use of Verbs Followed by Infinitives: Describing intentions, advice, plans, or willingness.

Target Social Language Expressions in Use:

Practice makes perfect!
We are on the same page!

Let's work on this together!
Let's team up on this project!
Why don't we combine our strengths!

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 "classroom life and learning with its components such as importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 year 11 of upper secondary school may know what "classroom life and learning with its components such as importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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

Teamwork, collaboration, importance of teamwork, importance of collaboration, global projects, global collaboration projects, challenges, challenges for teamwork, challenges for collaboration.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will work on the significance of teamwork and collaboration, global collaboration projects, and the challenges for them. First, they will look for examples of successful teamwork and global projects, noting benefits and obstacles. Then, in groups, they present them in the classroom. Then, they will reflect on their own experience individually through a report by discussing what worked well and what challenged them during the process. The report will be ended with strategies they will propose to improve collaboration in different teams. 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 importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 11 of upper secondary school may know what importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration mean in their 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 after prep year 11 of upper secondary school, they are expected to know some basic vocabulary about "classroom life and learning" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "classroom life and learning with its components such as importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 "classroom life and learning with importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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, "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" **(V4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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.11.2.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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, 4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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.11.2.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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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, 4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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: importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaborationare on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, 4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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.11.2.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, SELS.2.1, 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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration". 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: importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration**(D3.7, D3.2, D3.6, V3.4, 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 **(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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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, 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 **(D3.1, 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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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.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 **(D3.1, 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.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: "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration **(D3.6, V4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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.11.2.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 students of importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration 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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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, 4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, V19.1, V19.2, 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 students importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration 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 different students of importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration 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, 4.1, V4.2, V4.3, V10.3, V16.2, V16.3, LS5, CS2.14, CS3.3).** Storification 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students' importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration through their writing tasks **(4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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.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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" 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, 4.1, V4.2, V4.3, V10.3, V16.2, V16.3, 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.11.2.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 "importance of teamwork and collaboration; global collaboration projects; challenges for teamwork and collaboration" **(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 describe and talk about the importance of teamwork and collaboration and challenges for teamwork and collaboration in English by using target vocabulary.

Activity 1: Teamwork Challenge

Students work in groups of three to complete a group of tasks related to the theme. Each group member takes turns and the next student cannot start their task until the previous one is successfully completed. Tasks include matching vocabulary with definitions, describing visuals by using target vocabulary or filling in blanks with correct terms. After each task, the student shows their answer to the teacher for being approved. If it is correct, the next student continues. The group that finishes all tasks first wins. In the end, students share how they felt during the activity, and the teacher and classmates provide feedback on the use of language with the target vocabulary, grammar, creativity, and fluency. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To recognise the importance of teamwork and collaboration and challenges for teamwork and collaboration in English by using the target vocabulary.

Activity 1: Word Match Challenge

The teacher creates a digital puzzle game with the target vocabulary. Each group takes turns and one student drags the Turkish word to match its English meaning at a time. The group works together to complete the puzzle as fast as possible. The group that finishes in the shortest time wins. After the game, students write about their experience, such as "We worked as a team" or "Collaboration helped us solve the puzzle". They share their sentences with the class, and the teacher gives feedback on their teamwork and effort. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being

This theme is centred on the concept of "personal life and well-being" and covers the sub-themes of "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being". 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 use English effectively 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, 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, 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

After Prep-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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being", 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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.11.3.W3. Students can construct new written content on "personal life and well-being with dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being".

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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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: "Dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for dietary practices and trends: Nouns: A counter, a portion, a vegan, a consumer. Verbs: To beat, to chop, to flavour, to grill, to peel, to reserve, to spread, to spill. Adjectives: Balanced, bitter, dietary, nutritious, organic, sour, gluten-free, raw.
Vocabulary for the impact of social media on self-esteem and body image: Nouns: Pressure, criticism, exposure, perception, feedback, a concern. Verbs: To impact, to conform, to expose, to perceive, to alter, to compare, to filter, to portray, to undermine. Adjectives: Excessive. Adverbs: Considerably, constantly, mainly, primarily.
Vocabulary for managing screen time and digital detox for personal well-being: Nouns: A guideline, a restriction. Verbs: To disconnect, to track, to schedule, to eliminate, to ensure, to engage. Adjectives: Mindful. Adverbs: Intentionally, consciously. Phrases: To keep a record.

*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:

-Passive Voice in/for Past Tenses for Narration and Daily Conversations: (Students' screen time habits were discussed in detail at the seminar. The table had been prepared before the guests arrived).
-Revision of Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (Youngsters started doing a digital detox to improve their psychological well-being. By the time dinner started, the chef had already prepared the soup. He had been using social media too much and it made him feel bad).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice of the Past Tenses for Narration and Daily Conversations: Describing past events or actions where the focus is on the outcome or the object of the action rather than the person performing it.
-Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing past actions, ongoing activities in the past, sequences of events, and the duration of actions before a specific point in time.

Target Social Language Expressions in Use:

Health is wealth!
Make time for yourself!
Don't let stress get the best of you!
Eat well, feel well!
Eat to live, not live to eat!

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 "personal life and well-being with its components such as dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 year 11 of upper secondary school may know what "personal life and well-being with its components such as dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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

Traditional education, modern education, comparing traditional and modern education, education challenges, challenges in modern world, education challenges in modern world, technology, impact of technology, impact of technology on education, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will research the progress and change in education by comparing traditional and modern methods, addressing challenges in today's school systems, and examining the impact of technology. They will research key aspects, such as the role of digital tools and issues such as rising costs. They will present the findings creatively through timelines, videos, and/or interviews by covering the differences and transformations in education. Additionally, students will write a one-page reflection discussing how technology has improved education, other remaining challenges, and their preference between traditional and today's modern technology-based systems. They will present it in the classroom. 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 dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 11 of upper secondary school may know what comparing traditional and modern education; education challenges in today's world; impact of technology on education; national days and celebrations mean in their 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 after prep year 11 of upper secondary school, they are expected to know some basic vocabulary about "school life and education" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "personal life and well-being with its components such as dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 "personal life and wellbeing with dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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, "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being **(V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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.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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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.11.3.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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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: dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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.11.3.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, SELS.2.1, 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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being". 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.11.3.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: dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 **(D3.1, 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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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.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 **(D3.1, 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.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: "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being **(D3.6, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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.11.3.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 students of dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-beingmean 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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, V14.2, 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.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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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 students dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.11.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 different students of dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being 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, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, V14.2, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being through their writing tasks **(V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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.11.3.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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" 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, V6.1, V8.1, V8.2, V10.1, V10.2, V13.1, 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.11.3.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 "dietary practices and trends; the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being" **(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 talk about the impact of social media on self-esteem and body image; managing screen time and digital detox for personal well-being in English by using target vocabulary and target grammar.

Activity 1: Designing a Workshop Plan

Students design a workshop to educate peers about managing social media's impact on self-esteem by using some listed vocabulary. Students write a workshop outline with sections such as:

- Understanding Social Media Portrayals: How do they change perception?
- Managing Exposure: Mindful strategies to reduce pressure.
- Building Self-esteem: Using constructive feedback to improve confidence.

Students present their plans to the class and the teacher gives feedback on the use of the language with target vocabulary, grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe challenges in education in English by using target vocabulary.

Activity 1: Educational Challenges in the Today's World

Students watch a simple video provided by the teacher about problems in education such as "quality of education" and "access to education". After the video, they write simple sentences such as "Social problems makes education harder" or "Globalisation is a big challenge", by using target vocabulary such as "challenging" and "rising education cost". Later, each student reads her/his sentences aloud and peers provide corrections or suggestions if needed. The teacher gives constructive and supportive feedback on the use of language with the target vocabulary and grammar. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 4: FAMILY LIFE & HOME

Sub-themes: Family reunions; collaborative and creative activities at home; dealing with generation gap in families

This theme is centred on the concept of "family life and home" and covers the subthemes of "family reunions; collaborative and creative activities at home; dealing with generation gap in families". 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 use English effectively 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, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, 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

After Prep-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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families", 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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families".

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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family reunions: Nouns: A reunion, affection, a bond, a connection, gratitude, enthusiasm. Verbs: To accompany, to reconnect, to recall, to host, to desire. Adjectives: Memorable. Adverbs: Casually.
Vocabulary for collaborative and creative activities at home: Verbs: To capture (images), to assemble, to compose. Adjectives: Spontaneous, thoughtful, eager, responsive, receptive, enthusiastic. Adverbs: Eagerly, spontaneously, affectionately.
Vocabulary for dealing with generation gap in families: Nouns: A conflict, appreciation, consideration, an expectation. Verbs: To settle, to adapt, to resist, to disapprove, to acknowledge, to misunderstand, to establish. Adjectives: Mutual, respectful, progressive, irritated, out-dated. Adverbs: Genuinely, calmly. Phrases: Bridge the gap, respect boundaries, build trust.

*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: The Present and Perfect Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, The Present Progressive Tense): (Experts say that gratitude is essential to build trust in family relationships. He says that he has captured many memorable moments during family reunions. Supportive teachers tell their students that they will appreciate every effort).
-Reporting Verbs: say, tell, ask: (They say (to me) that composing music together at home is a thoughtful activity. My grandma tells me that eating out frequently is not a wise choice for health).

Functions of the Grammatical Structures in Use:

-Use of Reported Speech: The Present and Perfect Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense: Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences.
-Use of Reporting Verbs: say, tell, ask: Communicating what others say, tell, or ask by using reporting verbs.

Target Social Language Expressions in Use:

Family comes first!
Make yourself at home!
A home is built with love and dreams!
It's time for a heart-to-heart family talk!

Target Phonological Sounds in Use:

Vowels: a, e
Consonants: b, c, d
Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/; /i:/, /ə/, silent /e/)
Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "family life and home with its components such as family reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 year 11 of upper secondary school may know what "family life and home with its components such as family reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions, activities at home, collaborative activities at home, creative activities at home, generation gap, generation gap in families, dealing with generation gap, dealing with generation gap in families.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will think about and search for the dynamics of family life by focusing on reunions, collaborative activities, and the generation gap. They will begin with interviews held with family members from different generations to learn about traditions, values, and perspectives. As a result of interviews, students will design and implement a creative family activity that incorporates intergenerational interests. They will video record the activity and share it in the classroom. Finally, students will reflect on their experiences in a short essay or visual presentation by summarising their insights on bridging the generation gap, the significance of family reunions, and the value of collaborative activities. 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 11 of upper secondary school may know what family reunions; collaborative and creative activities at home; dealing with generation gap in families mean in their 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 after prep year 11 of upper secondary school, they are expected to know some basic vocabulary about "family life and home" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "family life and home with its components such as family reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 "family life and home with family reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families **(V2.1, V2.2, V2.4, V14.1, V15.2, 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.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 reunions; collaborative and creative activities at home; dealing with generation gap in families" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V2.1, V2.2, V2.4, V14.1, V15.2, 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.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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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, V2.4, V14.1, V15.2, 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 reunions; collaborative and creative activities at home; dealing with generation gap in families 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, V2.4, V14.1, V15.2, 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 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, SELS.2.1, 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 reunions; collaborative and creative activities at home; dealing with generation gap in families". 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 reunions; collaborative and creative activities at home; dealing with generation gap in families **(D3.7, D3.2, D3.6, V3.4, 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 **(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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 **(D3.1, 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 "family reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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.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 **(D3.1, 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.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 reunions; collaborative and creative activities at home; dealing with generation gap in families **(D3.6, V2.1, V2.2, V2.4, V14.1, V15.2, 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.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 students of family reunions; collaborative and creative activities at home; dealing with generation gap in families 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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, V2.4, V14.1, V15.2, V15.5, 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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 students family reunions; collaborative and creative activities at home; dealing with generation gap in families 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 different students of family reunions; collaborative and creative activities at home; dealing with generation gap in families 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, V2.4, V14.1, V15.2, V15.5, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students' family reunions; collaborative and creative activities at home; dealing with generation gap in families through their writing tasks **(V2.1, V2.2, V2.4, V14.1, V15.2, 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.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 reunions; collaborative and creative activities at home; dealing with generation gap in families" 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 **(V2.1, V2.2, V2.4, V14.1, V15.2, 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.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 reunions; collaborative and creative activities at home; dealing with generation gap in families" **(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 talk about dealing with generation gaps in families in English by using the target vocabulary.

Activity 1: Problem-Solving Discussion

Students work in small groups, and the teacher gives each group a scenario such as a "generation gap issue" or a "family reunion planning problem". Groups discuss the problem, suggest solutions using target vocabulary such as "compromise", "acknowledge", and "respect boundaries", and prepare a short summary. They present their solutions to the class by using target grammar, e.g. "Our group suggests that families should acknowledge each other's expectations". After the presentation, the teacher gives feedback on the use of target vocabulary, target grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe challenges in education in English by using target vocabulary.

Activity 1: Picture Match & Report

The teacher gives students pictures representing family reunions, creative activities, and generation gap scenarios, labelled with target vocabulary such as "a reunion", "bonding", "assembling", and "bridge the gap". Students match the words with the pictures and create sentences, e.g. "We bond during family reunions". Then, in pairs, they share a memorable family moment by using simple sentences such as "We host a family reunion every summer". Their peers listen and report it to the class by using sentences such as "He says that..." or "She tells me that..." to practice the target grammar. After all pairs have presented, the teacher gives feedback on the use of the language with target vocabulary, grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future

This theme is centred on the concept of "life in the neighbourhood, city and social life" and covers the sub-themes of "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 effectively 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, V19. Patriotism, 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

After Prep-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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.L2. Students can bring together the information in the current content on "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.R1. Students can prepare for reading the content on "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.R2. Students can bring information together about the current content on "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.W3. Students can construct new written content on "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.11.5.S5. Students can reconstruct the information about "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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 life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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 IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: "Life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for life in smart cities and slow cities: Nouns: Wealth, a booking, mobility, a pace, infrastructure, trading, a circumstance, a mayor. Verbs: To witness, to boost, to optimise, to bear, to isolate. Adjectives: Wealthy, modest, depressing, full-time. Conjunctions: Whereas, wherever. Prepositions: Alongside. Phrases: A car free zone, pedestrian friendly. Adverbs: Purely, steadily.

Vocabulary for leisure activities in smart, slow and other different cities: Nouns: An auction, a workshop, a recreation, an involvement, an exhibition, an opera, a tournament, a cruise, a pleasure. Verbs: To dive, to embrace, to display, to snorkel, to participate, to appeal, to capture, to desire. Adjectives: Adventurous, refreshing, thrilling, rewarding, downtown, hidden. Adverbs: Annually.

Vocabulary for challenges of planning life in the city for the future: Nouns: A necessity, a crisis, overpopulation, a shelter, a strain, congestion, contamination, an equal, a mortgage, expansion, homelessness, corruption. Verbs: To eliminate, to prioritize, to equip, to handle, to resolve, to construct, to regulate. Adjectives: Worse, worst, useless, insufficient, homeless, inevitable, affordable, complex. Adverbs: Hence, rapidly.

***National and religious days, festivals and celebrations:**

"29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all 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 next year, the city will have renovated its pavements. By 2030, they will have eliminated car congestion in city centres).

-The Future Perfect Progressive Tense: (You will have been waiting for more than two hours when her plane finally arrives).

-Reported Speech: The Future Tenses for Reporting in Daily Speech (The Simple Future Tense, Be Going to Future Tense, the Future Progressive Tense, the Future Perfect Tense and the Future Perfect Progressive Tense: (They say that by 2030, the city will have witnessed significant population growth. That small country will have been improving its public transport networks since they bought new speed trains).

-Reporting Verbs: (report, request, offer, explain): (They report that the population of the city is steadily increasing. She explains that hosting annual auctions and exhibitions will appeal to tourists).

-Other Time Expressions for the Future: (Be about to, be due to): (The city council meeting is due to start in five minutes).

Functions of the Grammatical Structures in Use:

-Use of the Future Perfect Tense: Expressing actions, events, or achievements that will be completed before a specific point in the future.

-Use of the Future Perfect Progressive Tense: Expressing actions that will have been ongoing for a certain amount of time by a specific future moment, emphasising the duration or continuity of the activity.

-Use of Reported Speech: The Future Tenses for Reporting in Daily Speech the Future Perfect Tense and the Future Perfect Progressive Tense: Talking about future outcomes and the progress of ongoing actions as described by someone else, focusing on anticipated results or sustained efforts.
-Use of Reporting Verbs: report, request, offer, explain: Communicating effectively by sharing information, making polite requests, suggesting assistance, and providing clear explanations.
-Use of "Be about to, Be due to": Describing the time for expected or scheduled future events.

Target Social Language Expressions in Use:

A good neighbour is a treasure!
City life never sleeps!
Good fences make good neighbours!
The hustle and bustle of city life!

Target Phonological Sounds in Use:

Vowels: i: (/aɪ/, /ɪ/, /i:/)
Consonants: f: (/f/); g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/); j: (/dʒeɪ/, /dʒ/); k: (/k/, silent /k/)
*(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 and social life with its components such as life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 year 11 of upper secondary school may know what "life in the neighbourhood, city and social life with its components such as life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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

Smart cities, slow cities, life in smart cities, life in slow cities, leisure activities, leisure activities in smart cities, leisure activities in slow cities, leisure activities in different cities, planning life in the city, future of city life, challenges of planning life in the city, challenges of planning life in the city for the future.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will conduct an interview with a person who lives in a smart or slow city about leisure activities in pairs. They may choose a real person or create an avatar. If they like, they can videotape the interview. Then, they will report the interviews in the classroom. 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 and social life with its components such as life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 in after prep year 11 of upper secondary school may know what life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future mean in their 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 the after prep year 11 of an upper secondary school, they are expected to know some basic vocabulary about "life in the neighbourhood, city and social life" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "life in the neighbourhood, city and social life with its components such as life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 "life in the neighbourhood, city, and social life with life in smart cities and slow cities; leisure activities in smart, slow, and other different cities; challenges of planning life in the city 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.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).** 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 smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future **(V5.2, V13.2, V13.4, V19.3, 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.11.5.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 smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future" to identify the topic of the content and to answer the question: "What is the whole content about?" ?" **(D3.6, V5.2, V13.2, V13.4, V19.3, 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.11.5.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 smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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,V 5.2, V13.2, V13.4, V19.3, 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 smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V5.2, V13.2, V13.4, V19.3, 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, SELS.2.1, 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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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, 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: life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future **(D3.7, D3.2, D3.6, V3.4, 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 **(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 smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 **(D3.10, 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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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.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 **(D3.1, 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.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: "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future" **(D3.6, V5.2, V13.2, V13.4, V19.3, 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.11.5.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 students of life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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, V5.2, V13.2, V13.4, V19.3, 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.11.5.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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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.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 students life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future 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 different students of life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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, V5.2, V13.2, V13.4, V19.3, LS5, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city for the future through their writing tasks **(V5.2, V13.2, V13.4, V19.3, 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.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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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 **(V5.2, V13.2, V13.4, V19.3, 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 "life in smart cities and slow cities; leisure activities in smart, slow and other different cities; challenges of planning life in the city 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.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 describe challenges of planning life in the city for the future in English by using target vocabulary and target grammar.

Activity 1: City Planning Timeline: Predict the Future

The teacher gives a scenario where students imagine they are urban planners designing a city for 2030 to solve problems like overpopulation, congestion, and contamination while improving infrastructure, mobility, and conservation. Students design a timeline with sentences such as, "By 2025, the city will have constructed affordable housing" or "By 2030, urban planners will have been working on sustainable expansion for five years". Each event must address a specific challenge by using the target vocabulary such as "affordable, expansion, conservation, and mobility". After completing their timelines, the students will present them to the class and explain their solutions. This activity encourages critical thinking and the use of target vocabulary and target grammar practice in a creative way. In the end, the teacher gives feedback on accuracy, use of target vocabulary, target grammar, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe life in smart cities and slow cities in English by using target vocabulary and target grammar.

Activity 1: Complete the Vision: City Life in 2030

The teacher provides a worksheet with incomplete sentences such as "By 2030, the city will have improved

its _____" or "By 2030, they will have reduced _____ in city centres", by using the target words from the word bank (infrastructure, mobility, congestion, overpopulation, expansion, affordable, conservation). Examples include "By the end of the next decade, new _____ solutions will have been introduced" or "People will have prioritised _____ of natural resources". Digital Support: Students can use an online word bank on a tool, complete an interactive quiz on a tool to practice, and watch short videos or view pictures of smart cities for inspiration. They write and share sentences with peers or groups, by discussing the importance of these changes for future city planning. In the end, the teacher provides feedback on accuracy, use of target vocabulary, and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: The impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage

This theme is centred on the concept of "life in the world and culture" and covers the subthemes of "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage". 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 use English effectively 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, V19. Patriotism, 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

After Prep-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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage", 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage".

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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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: "The impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for the impact of social media, celebrities, and influencers on cultural trends: Nouns: A content, visibility, a brand, a platform, a pick, latest, violence. Verbs: To influence, to impress, to transform, to affect, to share, to spread, to promote, to model, to favour. Adjectives: widespread, efficient, influential, vibrant. Phrases: Go viral, all-time/record high, the broadcasting/print medium. Adverbs: Nevertheless.
Vocabulary for digital communication and interpersonal relationships: Nouns: Netiquette, a notification, a stream. Verbs: To post, to mention, to upload, to subscribe. Adjectives: Wireless, instant, accessible. Phrases: Digital footprint, user-generated content.
Vocabulary for interpersonal relationships: Nouns: A bond, a conflict, affection, a gesture, confidence, faith, a fellow, empathy. Verbs: To propose, to forgive, to date, to regret, to trust, to reconnect, to get along. Adjectives: Honesty, sincere, respectful, neutral, humorous, persuasive, patient, impatient, optimistic, pessimistic, aggressive, sensitive.
Vocabulary for folklore and myths as cultural heritage: Nouns: A tradition, a custom, a community, an ancestor, a legend, a tale, an insight, a notion, a victory, a ritual, a proverb. Verbs: To narrate, to preserve, to inherit, to pass down, to extend, to reflect, to unite. Phrases: A sense of identity. Adjectives: Conservative, initially, vital, moral, epic, narrative. Adverbs: Formerly.

*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: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He said that the content shared by influencers had increased).
-Reported Speech: Yes-No Questions: (They asked if she had posted the picture, she mentioned on her social media account).
-Reported Speech: Imperatives: (My boss told me to enable notifications so I wouldn't miss important updates).
-Causatives: Had something done: (The community had their tradition preserved by local historians).

Functions of the Grammatical Structures in Use:

-Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Reporting what someone

else has said or shared about past situations or past experiences and completed actions.
-Use of Reported Speech: Yes-No Questions: Reporting questions indirectly.
-Use of Reported Speech: Imperatives: Reporting someone else's direct commands, requests, or suggestions.
-Use of Reporting Verbs: Agree, refuse, reject, approve.

Target Social Language Expressions in Use:

We all speak the same language despite our backgrounds!
We're all under the same sky!
Every culture has its own beauty!
Bridges bring us together, not walls!
Different cultures, shared values!

Target Phonological Sounds in Use:

Vowel: o
Consonants: l, m, n, (ng), p
Vowel: o: (/əʊ/, /ɒ/, /əʊ/)
Consonants: l: (/ɛl/ /l/, silent /l/); m; (/ɛm/, /m/); n: (/ɛn/, /n/, silent /n/); ng: (/ng/); p: (piː//p/, silent /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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 year 11 of upper secondary school may know what "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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

Social media, celebrities, influencers, cultural trends, impact of social media, impact of celebrities, impact of influencers, impact of social media on cultural trends, impact of celebrities on cultural trends, impact of influencers on cultural trends, digital communication, interpersonal relationships, folklore, myths, folklore as cultural heritage, myths as cultural heritage

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will prepare a project titled "Myths and Culture" by focusing on local and national stories and their connection to today's world. First, they will research a local or national myth such as stories about ancestors, proverbs, or traditional customs. Then, they will create a storyboard or short video that shows the main message of the myth and how it connects to modern life. Finally, they will discuss how these stories influence community traditions, values, and everyday experiences. Creative elements like drawings, photos, or simple animations should be included in their presentation. 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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" and it is assumed that it could be present in almost

all languages, with some exceptions. It is assumed that a student in after prep year 11 of upper secondary school may know what the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage 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 after prep year 11 of an upper secondary school, they are expected to know some basic vocabulary about "life in the world and culture" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "life in the world and culture with its components such as the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 "life in the World and culture with the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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).** 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, "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage **(V4.2, V4.5, V14.3, V19.3, 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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V4.2, V4.5, V14.3, V19.3, 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.11.6.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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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, V4.2, V4.5, V14.3, V19.3, 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: the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V4.2, V4.5, V14.3, V19.3, 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, SELS.2.1, 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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage". 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: the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage **(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 **(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 "the impact of social

media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 **(D3.1, 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 social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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.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 **(D3.1, 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.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: "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage **(D3.6, V4.2, V4.5, V14.3, V19.3, 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.11.6.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 students of the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage 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 social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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, V4.2, V4.5, V14.3, V19.3, 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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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 students the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage 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 different students of the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage 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, V4.2, V4.5, V14.3, V19.3, LS5, LS8, CS2.14, CS3.3).** Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.11.6.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.11.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage through their writing tasks **(V4.2, V4.5, V14.3, V19.3, 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.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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" 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, V4.2, V4.5, V14.3, V19.3, 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 "the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage" **(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 the impact of social media, celebrities, and influencers on cultural trends; digital communication and interpersonal relationships; folklore and myths as cultural heritage in English by using target vocabulary.

Activity 1: Cultural Connections

In this activity, students will work in small groups and each group will discuss one of the following topics: the impact of social media, celebrities, and influencers on cultural trends; digital communication and its effects on relationships; or folklore and myths as cultural heritage. During the discussion, students are encouraged to use the target vocabulary and explore questions such as: "How do influencers create trends? How does digital communication affect real-life relationships? What role does Netiquette play in online communication? How do myths and folklore shape the cultural identity of a community?". After the discussion, each group

prepares a brief summary of their ideas to present to the class. The teacher gives constructive and supportive feedback on the use of language. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about the impact of social media, celebrities, and influencers on cultural trends in English by using target vocabulary.

Activity 1: Complete the Vision: City Life in 2030

Students read a paragraph and categorise target vocabulary into three themes: Social Media and Trends, Digital Communication, or Cultural Heritage. Then students make their own sentences with these target vocabulary words; they read their sentences aloud, then the teacher gives constructive and supportive feedback on the use of language, accuracy and creativity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature

This theme is centred on the concept of "life in nature and global problems" and covers the sub-themes of "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature". 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 use English effectively 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, 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

After Prep-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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature"..

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.*

EENG.11.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature", 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature".

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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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: "Renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for renewable energy in reducing the environmental damage: Nouns: Solar/ wind/hydropower/ geothermal/biomass/tidal energy, emission, a reduction, greenhouse, efficiency, a dam, a tide, transition, expense, a switch, deforestation. Verbs: To generate, to convert, to shift, to absorb, to release, to fuel. Phrases: Solar panels, biodiversity friendly. Adjectives: Sustainable, significant, abundant, affordable, conscious. Adverbs: Relatively, significantly.
Vocabulary for sustainable agriculture and farming for the future of the world: Nouns: Soil, fertility, a crop, a root, biodiversity, a nutrient, an ecosystem, a variation, wheat, compost. Verbs: To enrich, to conserve, to irrigate. Adjectives: Ecological, fertile, temporary. Adverbs: Consistently, widely. Phrases: Genetically modified, cost-effective.
Vocabulary for local knowledge for nature: Nouns: A mineral, norm, wisdom, a landscape, medication, herb, species, a stream, a therapy. Verbs: To regard, to remark, to heal, to attempt. Phrases: Herbal medicine. Adjectives: Entire, former, steep, tropical. Adverbs: Fundamentally, deliberately, somewhat.

*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, Can't have done, Must have done, Need, Needn't have, Should have done: (Renewable energy sources can have significantly reduced environmental damage).
-Reported Speech: Modals in the Past for Reporting in Daily Speech: (The experts mentioned that countries must have taken more precautions to reduce emissions).
-Revision of Defining and Non-Defining Relative Clauses (with which, that, where, when, etc): (The hotel where we stayed was very close to the ocean).

Functions of the Grammatical Structures in Use:

-Use of Modals in the Past: Can, Can't have done, Must have done, Need, Needn't have, Should have done: Expressing past possibilities, obligations, and regrets.
-Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion, obligation or assumption.
-Use of Defining and Non-Defining Sentences: Providing essential information to identify nouns.

Target Social Language Expressions in Use:

There's no Planet B!
Think globally, act locally!
After the storm comes the calm!

Nature always finds a way!
Be part of the solution, not the pollution!

Target Phonological Sounds in Use:

Vowel: u
Consonants: q, r, s, t
Vowel: u: (/juː/, /ʌ/, /juː/, silent /u/)
Consonants: q: (/kjuː/, /k/); r: (/ɑː/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE), silent /r/ (Br)); s: (/s/, /ɛs/, /z/, silent /s/); t : (/tiː/, /t/, silent /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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 year 11 of upper secondary school may know what "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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

Renewable energy, environmental damage, reducing environmental damage, renewable energy in reducing environmental damage, sustainable agriculture, sustainable farming, future of the world, local knowledge, nature.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design and present a project which focuses on energy consumption. First, they will take photos of their rooms, houses, classrooms, shops or streets, etc. and then decide the problems that cause energy consumption. Then, they will find solutions to these problems and prepare a booklet about it. The booklets might include visuals, graphs, videos, etc. After presenting the booklets of the projects in the classroom, they will share the results with their classmates and prepare a solutions booklet for sustainable energy as a 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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 11 of upper secondary school may know what renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature mean in their 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 after prep year 11 of upper secondary school, they are expected to know some basic vocabulary about "life in nature and global problems" and also some necessary structures 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 after prep year 11 of upper secondary school are ready to learn the concept of "life in nature and global problems with its components such as renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 "life in nature and global problems with renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature' 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, "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature **(V5.2, V5.3, V13.4, V16.2, 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.11.7.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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V5.2, V5.3, V13.4, V16.2, 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.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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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, V13.4, V16.2, 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: renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature 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, V13.4, V16.2, 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.11.7.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, 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, SELS.2.1, 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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature". 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: renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 **(D3.1, 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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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.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 **(D3.1, 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.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: "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature **(D3.6, V5.2, V5.3,**

V13.4, V16.2, 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.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 students of renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature 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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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, V13.4, V16.2, 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.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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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 students renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature 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 different students of renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature 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, V13.4, V16.2, V18.3, LS5, CS2.14, CS3.3).** Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature through their writing tasks **(V5.2, V5.3, V13.4, V16.2, 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.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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" 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, V13.4, V16.2, 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.11.7.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 "renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature" **(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.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 renewable energy in reducing the environmental damage; sustainable agriculture and farming for the future of the world; local knowledge and nature in English by using the target vocabulary.

Activity 1: Environmental Statement

In this activity, students play different roles such as an environmental expert, government official, renewable energy company representative, local farmer, or corporate industry representative. They respond to a situation where the government wants to use more renewable energy, reduce deforestation, and promote sustainable farming. Each student writes a short statement that supports their role by using target vocabulary and target grammar they have learnt in the theme. For example, the environmental expert might say; renewable energy must have been used earlier. After writing, students share their statements with the class, and everyone discusses the different opinions. This activity helps students practice speaking, writing, and critical thinking. The teacher gives feedback on the use of target vocabulary and target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about renewable energy and sustainable agriculture and farming for the future of the world in English by using target vocabulary.

Activity 1: Energy and Nature

In this activity, students work in pairs and use vocabulary cards with the target words such as "solar energy", "soil", "biodiversity", "sustainable", "farming", and "energy". The teacher asks basic questions such as "Why is solar energy important?" and "How can we protect nature when farming?" Students answer these questions by using short sentences, for example, "Solar energy protects nature" or "We should protect the soil". The teacher gives feedback by helping students use the correct target vocabulary and grammar. For reinforcement, students may play a vocabulary challenge game at home. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 11 (AFTER PREP)-LEVEL: B2.3

THEME 8: LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: Predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations

This theme is centred on the concept of "life in the universe and the future" and covers the sub-themes of "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations". 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, 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

After Prep-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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations", 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations".

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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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: "Predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for predictions about technology and advancement in the next century: Nouns: A sequence, globalisation. Verbs: To arise, to dominate, to estimate, to figure, to power, to project, to handle, to bill. Adjectives: Probable, promising, chief, forward, unexpected. Adverbs: Constantly, furthermore. Conjunctions: Yet.
Vocabulary for robots today and the future with robots: Nouns: A component, a phase, automation, a revolution, a companion, a construction, a surgery. Verbs: To command, to concern, to function, to obey, to operate, to recruit, to speed, to assist, to invade. Adjectives: Additional, numerous, industrial, automatic. Adverbs: Apparently, commonly.Prepositions: Via.
Vocabulary for space as a source of inspiration for future generations: Nouns: An existence, a finding, an instance, a perspective, a phenomenon, worth, an investor. Verbs: To encounter, to seek, to sense, to step, to transfer, to navigate, to innovate. Adjectives: Crucial, external, astonishing, vast, mysterious, pioneering. Adverbs: Beyond, deeply.

*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 Type 3: (If they had started the project on time, they would have completed it before the deadline).
-Mixed Conditionals: (If I were you, I wouldn't have used that car).
- "Wish": (He wishes he had attended the space exploration seminar to understand future opportunities better).
- "If only" (Present Wishes-Past Regrets, Complaints): (If only I knew the situation but I don't know (Present Wish). If only I had explained it to you yesterday but I didn't (Past Regret) If only they would talk to me but they don't (Complaint).
- "Would Rather: (Base form of Verb and Past (for others): (I'd rather leave). (I'd rather you left).
- "It's Time" (To Infinitive and Past): (It's time to start the meeting). (It's time they started the meeting).

Functions of the Grammatical Structures in Use:

-Use of Conditional Type 3: Expressing hypothetical situations that did not happen in the past.
-Use of Mixed Conditionals: Describing unreal situations in which condition and the result are in different times.

-Use of Wish Clauses: Expressing wishes or regrets about past experiences.
-Use of "If only": Expressing wishes for the present and regrets for the past. It is more dramatic than "wish".
-Use of "Would rather + Past Tense": Describing preferences between two or more options for present and future (not for the past).
-Use of "It's time": Expressing that something should happen at present or it is already late (overdue) at present (not the past)

Target Social Language Expressions in Use:

The sky is not the limit—it's just the beginning!
The future is now!
Shoot for the stars.
Only time will tell!
The future is just around the corner!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z

Consonants: v: (/viː/, /v/); w: (/w/), silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /iː/); z: /(zed/(Br), /ziː/(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 predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 year 11 of upper secondary school may know what "life in the universe and the future with its components such as predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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

Predictions, technology, technological advancement, predictions about technology, predictions about advancement in the next century, robots, robots today, future with robots, space, inspiration, space as a source of inspiration, space as a source of inspiration for future generations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the current theme by imagining three major technological advancements, such as artificial intelligence, global internet connection, and renewable energy. They will create a short video discussing how these technologies could change the world by underlining both the benefits and challenges. They will also offer a conceptual model of a futuristic technology that addresses a global challenge on Earth and possibly in space. 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 predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" and it is assumed that it could be present in almost

all languages, with some exceptions. It is assumed that a student in after prep year 11 of upper secondary school may know what predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations mean in their 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 after prep year 11 of upper secondary school, they are expected to know some basic vocabulary about "universal universe and the future" and also some necessary structures 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 the after prep year 11 of an upper secondary school are ready to learn the concept of "life in the universe and the future with its components such as predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 "life in the universe and the future with predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 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, "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" " **(V3.3, V11.1, 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.11.8.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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, V11.1, 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.11.8.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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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, V11.1, 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: predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V3.3, V11.1, 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.11.8.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, SELS.2.1, 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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations". 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.11.8.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: predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations **(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 **(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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 **(D3.1, 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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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.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 **(D3.1, 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.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: "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations **(D3.6, V3.3, V11.1, 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.11.8.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 students of predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations 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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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, 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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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 students predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations 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 different students of predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations 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, V11.1, 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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.11.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations through their writing tasks **(V3.3, V11.1, 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.11.8.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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" 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, 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 "predictions about technology and advancement in the next century; robots today and the future with robots; space as a source of inspiration for future generations" **(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 express their opinions about predictions about technology and advancement in the next century; robots today and in the future in English by using target vocabulary and target grammar.

Activity 1: Technology and Robots

In this activity, students engage in a debate about the future impact of technology and robots on society. The class is divided into two groups: one group argues that technology and robots have a positive impact, while the other students argue that they bring challenges and risks. Each group prepares predictions about the future by making logical arguments with future-related language such as "likely, probable, and life-changing". They also use the target grammar in their statements. For example, "If robots had been used in healthcare

earlier, many lives would have been saved" or "I wish we had focused on automation earlier". After the preparation, each group presents their arguments. Finally, the teacher gives feedback on the use of target pronunciation, grammar, and vocabulary. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about predictions about technology and advancement in the next century in English by using target vocabulary and target grammar.

Activity 1: Future Predictionse

The teacher reviews the target vocabulary by using flashcards. S/he shows the flashcards one by one and asks students to repeat the word aloud and explain its meaning or use it in a sentence. After the flashcard activity, students work in small groups, and s/he asks them to produce a prediction about the future by using at least three of the target vocabulary words. Then, students practice by forming sentences such as: "If they _____ (start) the project earlier, they _____ (complete) it on time". "She wishes she _____ (attend) the seminar on space exploration last year". Later, they read the sentences aloud, and the teacher listens and gives feedback on pronunciation and sentence correctness. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

AFTER PREP-YEAR 12

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations

This theme is centred on the concept of "school life and education" and covers the sub themes of "challenges to be successful (to succeed); graduation from school; 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 use English effectively 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, 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

After Prep-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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 and education with challenges to be successful (to succeed); graduation from school; 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 AND EDUCATION

Sub-themes: "Challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for challenges to be successful: Nouns: An aspiration, a norm, a demand, a workaholic, a rival, an outcome, a burden, tension, promotion, a perception, a breakdown, an attendance. Verbs: To dedicate, to exceed, to prioritise, to sacrifice, to handle, to fulfil, to overload, to desire, to criticise, to absorb, to tackle, to cope. Adjectives: Ambitious, challenging, overwhelmed, demanding, diligent, compelled, harsh, consuming. Adverbs: Consistently, reasonably, accurately, constantly, strictly.
Vocabulary for graduation from school: Nouns: A bachelor's/master's/doctorate degree, a diploma, a farewell, a ceremony, a reception, a cap, a milestone, an admission, a curriculum, honour, a registration. Verbs: To conclude, to gather, to apply, to implement. Adjectives: Proud, joyful, significant, memorable, moving.
Vocabulary for future plans after school: Nouns: A prospect, an internship, a scholarship, an application, a resume, a path, an option, employment, a portfolio, entrepreneurship, an institution, a workplace, a probability, expertise, an asset, a placement. Verbs: To chase, to embrace, to explore, to establish, to pursue, to launch, to specialize, to proceed, to reckon, to recruit. Phrases: A higher education, a gap year, vocational training, to set goals. Adjectives: Optimistic, pessimistic, essential, inspiring, diverse, innovative, principal, probable. Adverbs: Subsequently, consequently, potentially.

***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:

-Revision of the Mixed (the Present and Perfect) Tenses: The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense: (She has worked at the company for five years. She is starting her new position next week. I always eat dinner at 7:00 in the morning. I am meeting my friends at 8:00 pm).
-Passive Voice for/in Present Tenses for Daily Speech, Formal Situations and Written Correspondence: (The projects are completed on time by our team. Registration forms are applied at the reception).
-Linkers/Connectives of Contrast, Reason, Addition, Purpose, Result, Giving Examples)
(However, nevertheless, because of, in spite of, and, so as to, thus, so, such as, etc.): (She was not able to go to school because of the weather conditions).

Functions of the Grammatical Structures in Use:

-Use of Revision of Mixed (the Present and the Future) Tenses: The Simple Present
Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect
Progressive Tense: Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision.
-Use of Passive Voice of the Present Tenses for Daily Speech, Formal Situations and Written Correspondence: Describing actions and events where the doer is not emphasised, focusing instead on the outcome or the object of the action in a more polite and objective way.
-Use of Linkers/Connectives of Contrast, Reason, Addition, Purpose, Result, Giving Examples) (However, nevertheless, because of, in spite of, and, so as to, thus, so, such as, etc.): Connecting ideas and showing relationships.

Target Social Language Expressions in Use

Knowledge is power!
Let's set some goals for the term!
Let's see what awaits us after graduation!
Don't put all your eggs in one basket!

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 challenges to be successful (to succeed); graduation from school; future plans after school; 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 year 12 of upper secondary school may know what "school life and education with its components such as challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations" 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

Challange, challenges to be successful (success), graduation, graduation from school, future plans, future plans after school, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will think about their future plans by creating a "Future Wall" in the classroom. Each student will make a poster that includes visuals, words, and short phrases about their goals. The poster should show things like higher education plans, internships, scholarships, and job applications. They will write a few sentences explaining why they chose their future path and what their goals mean to them. All the posters will be placed together on the designated "Future Wall" to allow the class to see different dreams and ambitions. 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 challenges to be successful (to succeed); graduation from school; future plans after school; 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 after prep year 12 of upper secondary school may know what challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "school life and education" and also some necessary structures 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 after prep year 12 of upper secondary school, are ready to learn the concept of "school life and education with its components such as challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations" 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 "school life and education with challenges to be successful (to succeed); graduation from school; 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 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, "challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations" **(V3.1, V12.1, V12.2, V14.3, V19.1, 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.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 "challenges to be successful (to succeed); graduation from school; 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, V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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.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 "challenges to be successful (to succeed); graduation from school; 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, V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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: challenges to be successful (to succeed); graduation from school; future plans after school; 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, V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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.12.1.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, SELS.2.1, 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 "challenges to be successful (to succeed); graduation from school; 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, 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.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 to be successful (to succeed); graduation from school; future plans after school; national days and celebrations **(D3.7, D3.2, D3.6, V3.4, V19.1, V19.2, 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 **(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 "challenges to be successful (to succeed); graduation from school; 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, V19.1, V19.2, 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 **(D3.1, 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 to be successful (to succeed); graduation from school; 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, V19.1, V19.2, 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 to be successful (to succeed); graduation from school; 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, V19.1, V19.2, 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, 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.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 to be successful (to succeed); graduation from school; future plans after school; national days and celebrations **(D3.6, V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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.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 students of challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, V19.1, V19.2, 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 to be successful (to succeed); graduation from school; 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, V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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.12.1.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 to be successful (to succeed); graduation from school; 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, V19.1, V19.2, 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 students challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations in their later free writing tasks **(D3.6, SELS1.2, V3.2, V19.1, V19.2, 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 different students of challenges to be successful (to succeed); graduation from school; 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, V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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 students challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations through their writing tasks **(V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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.12.1.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 to be successful (to succeed); graduation from school; 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 **(V3.1, V12.1, V12.2, V14.3, V19.1, V19.2, 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.12.1.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 "challenges to be successful (to succeed); graduation from school; future plans after school; national days and celebrations" **(V4.5, V19.1, V19.2, 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 their future plans after school through a role-play activity by using target vocabulary and target language items.

Activity 1: Whose future-being?

The teacher explains that students will work in small groups to discuss their future plans after school. Each group member is assigned a role-play scenario, such as:

- "You are an 18-year-old who graduated from high school two months ago. You have decided to take a gap year before starting university. What are your future plans?".
- "You are a 20-year-old studying computer science at a prestigious university in your country. You would like to become a software engineer and work for a renowned company. You are excited about your career path and are actively searching for internships to gain experience".

Each group member presents their future plans and shares their thoughts with the group. After that, the teacher selects a group member and asks the others, "What are his/her future plans?" prompting them to respond. The teacher then provides feedback on the correct use of the target language, creativity, and accuracy. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about their future plans after school through a completing activity by using target vocabulary and target language items.

Activity 1: Write and speak about future plans!

The teacher provides students with a worksheet featuring a scenario, such as "You are 18 years old and graduated from high school last month. You don't plan to attend university next year. What are your future plans?". The worksheet also includes a sentence template to guide their responses, such as "I have just _____ from high school, and I need a _____ year. After my gap year, I plan to _____. I am considering _____ as an alternative to attending university". Students work in pairs to complete the sentences and discuss their future plans based on the given scenario. Once they finish, they take turns reading their sentences aloud to practice pronunciation. Then students create their own responses independently and share them with their group members. The teacher provides constructive and encouraging feedback on their language use and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Digital and collaborative projects; student-led class activities; academic skills for learning

This theme is centred on the concept of "classroom life and learning" and covers the sub-themes of "digital and collaborative projects; student-led class activities; academic skills for learning". 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 effectively 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, 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

After Prep-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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning", 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "Classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning".

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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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: "Digital and collaborative projects; student-led class activities; academic skills for learning"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for academic skills for learning: Nouns: A draft, an outline, a passage, feedback, determination, imagination. Verbs: To interpret, to calculate, to cite. Adjectives: Comprehensive, literary, logical, curious, enthusiastic, flexible.
Vocabulary for digital and collaborative projects: Nouns: A file, a document, a timeline, a deadline, a consensus, a resolution, a forum, a database. Verbs: To collaborate, to store, to share, to brainstorm, to submit, to assign, to generate, to distribute, to exchange, to measure, to reinforce, to negotiate, to integrate. Adjectives: Rewarding, efficient, cooperative, accountable, instant, sophisticated, innovative. Adverbs: Considerably, remarkably.
Vocabulary for student-led class activities: Nouns: A participant, a debate, a reflection, a presentation, a concept, a topic, a workshop, a viewpoint, a framework, interaction, a pursuit. Verbs: To participate, to display, to take turns, to facilitate, to propose, to contribute, to assure, to strengthen, to undertake, to derive, to interact, to coordinate.
Adjectives: Opposing, enriching, mutual, respectful, progressive, comprehensive.

***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:

-Revision of the Mixed (Past) Tenses: (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense) :(By the end of the class, they had strengthened their mutual understanding through comprehensive discussions. The participants were brainstorming solutions when the teacher assigned new tasks).
-Passive Voice of the Past Tenses for Daily Speech, Formal Situations and Written Correspondence: (The debate was facilitated by the students).
-Causatives (Past) (had + object + base verb) (have something done) (make/made, get/got, let/let, help/helped) + base form or past participle: (The headmaster had the teachers do the meeting. The teacher helped the students finish the project. The teacher got the project finished).

Functions of the Grammatical Structures in Use:

-Use of Revision of the Mixed (Past) Tenses: (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts.
-Use of Passive Voice of the Past Tenses for Daily Speech, Formal Situations and Written Correspondence: Describing past events when the focus is on the action or the object of the action, rather than the person performing the action.
-Use of Causatives (Past) (had + object + base verb) (have something done) (made, got, let, helped) + base form or past participle: Expressing that someone causes another person to do something rather than doing the work themselves.

Target Social Language Expressions in Use:

Two heads are better than one!
A stitch in time saves nine!
Can we go over that problem again?
That's a brilliant idea-let's build the project on it!

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 "classroom life and learning with its components such as digital and collaborative projects; student-led class activities; academic skills for learning" 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 year 12 of upper secondary school may know what "classroom life and learning with its components such as digital and collaborative projects; student-led class activities; academic skills for learning" 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

Projects, digital projects, collaborative projects, activities, student-led activities, skills, learning, academic skills, academic skills for learning.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will work in groups to design a classroom digital magazine. The magazine will include different sections contributed by each group, such as interviews, photos, research articles, and personal reflections about learning experiences. Each group will use tools like shared documents, databases, timelines, and online platforms to brainstorm ideas, work together, and organise their content. They will need to plan, research, and meet deadlines as a team, confirming that each part of the magazine is well organised and relevant. Through this project, they will practice important teamwork skills, such as sharing files, cooperating with classmates, exchanging ideas, and working together to make group decisions. In the end, each group will present their section of the magazine to the class, highlighting the work they succeeded in it together. 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 digital and collaborative projects; student-led class activities; academic skills for learning" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student after prep year 12 of an upper secondary school may know what digital and collaborative projects; student-led class activities; academic skills for learning mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "classroom life and learning" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "classroom life and learning with its components such as digital and collaborative projects; student-led class activities; academic skills for learning" 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 "classroom life and learning with digital and collaborative projects; student-led class activities; academic skills for learning" 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 "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, "digital and collaborative projects; student-led class activities; academic skills for learning" **(V4.2, V4.4, V16.1, 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.12.2.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 "digital and collaborative projects; student-led class activities; academic skills for learning" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V4.2, V4.4, V16.1, 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.12.2.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 "digital and collaborative projects; student-led class activities; academic skills for learning" 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, V4.2, V4.4, V16.1, 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: digital and collaborative projects; student-led class activities; academic skills for learning are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V4.2, V4.4, V16.1, 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.12.2.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, SELS.2.1, 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 "digital and collaborative projects; student-led class activities; academic skills for learning". 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.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: digital and collaborative projects; student-led class activities; academic skills for learning **(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 **(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 "digital and collaborative projects; student-led class activities; academic skills for learning" 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 **(D3.1, 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 "digital and collaborative projects; student-led class activities; academic skills for learning" 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 "digital and collaborative projects; student-led class activities; academic skills for learning" 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, 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.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: "digital and collaborative projects; student-led class activities; academic skills for learning" **(D3.6, V4.2, V4.4, V16.1, 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.12.2.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 students of digital and collaborative projects; student-led class activities; academic skills for learning 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 "digital and collaborative projects; student-led class activities; academic skills for learning" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V4.2, V4.4, V16.1, 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.12.2.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 "digital and collaborative projects; student-led class activities; academic skills for learning" 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 students digital and collaborative projects; student-led class activities; academic skills for learning 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 different students of digital and collaborative projects; student-led class activities; academic skills for learning 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, V4.2, V4.4, V16.1, 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 students digital and collaborative projects; student-led class activities; academic skills for learning through their writing tasks **(V4.2, V4.4, V16.1, 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.12.2.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 "digital and collaborative projects; student-led class activities; academic skills for learning" 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 **(V4.2, V4.4, V16.1, 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.12.2.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 "digital and collaborative projects; student-led class activities; academic skills for learning" **(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 write stories about planned and unplanned actions in English by using the target language and vocabulary items.

Activity 1: Story Writing

The teacher provides students with a prompt: "Describe a significant event in your life (e.g. a trip, a project, or a memorable moment) where things either went as planned or didn't. Explain how the event was managed at that time and what happened afterward". Students write a short story personally by using the target language items. When the stories are completed, students pair up to read and provide constructive feedback on each other's use of the target language and creativity. Volunteers are invited to share their stories with the whole class by explaining how they integrated the target language into their narratives. The teacher suggests corrections where necessary and engages the class with thought-provoking questions such as: "Can you identify parts of your story that illustrate the sequence of past events?". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To understand and to be familiar with planned and unplanned actions in English by using the target vocabulary that is relevant to academic skills, digital projects, and student-led activities.

Activity 1: Vocabulary Matching

The teacher writes the target vocabulary items on one side of the board and their corresponding definitions or example sentences on the other as arranged in a mixed order. Students work in pairs to match each word with its correct definition or example sentence. After completing the matching activity, students take turns reading aloud each word along with its definition and using it in a sentence that incorporates the target language structures. At the end of the activity, the teacher reviews the answers with the whole class, clarifies any misunderstandings, and provides constructive feedback to enrich students' comprehension and use of the vocabulary. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Technology (AI) and its impact on daily life; dealing with burnout and staying motivated

This theme is centred on the concept of "personal life and well-being" and covers the sub-themes of "technology (AI) and its impact on daily life; dealing with burnout and staying motivated". 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 use English effectively 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, 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, 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

After Prep-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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated", 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "Personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated".

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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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: "Technology (AI) and its impact on daily life; dealing with burnout and staying motivated"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for technology (AI) and its impact on daily life: Nouns: An intervention, automation, detection, a pattern, an assistant, assistance, transparency, a function, categorization. Verbs: To anticipate, to operate, to function, to forecast, to tailor, to categorize, to manipulate, to navigate, to mimic. Adjectives: Responsive, capable, transparent, autonomous. Adverbs: Consistently.
Vocabulary for dealing with burnout and staying motivated: Nouns: Perspective, mindfulness, burnout, encouragement, stability, challange. Verbs: To concentrate, to handle, to distribute, to encourage, to approach, to overcome. Adjectives: Consistent, encouraging, mindful. Adverbs: Deliberately.

*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:

-Revision of the Mixed (Future) Tenses (Be Going to Future Tense, the Future Progressive Tense, the Future Perfect Tense, the Future Perfect Progressive Tense): (Artificial intelligence is going to forecast patterns in consumer behaviour soon. By 2030, most industries will have started using AI-powered systems).
-Passive Voice of the Future Tenses for Daily Speech, Formal Situations and Written Correspondence: (Mindfulness exercises will be introduced to employees to enrich their well-being).
-Time Expressions to Express the Future: (Tomorrow, next month, in two weeks, on Friday, this Saturday, at 5 o'clock, soon, later, by Monday, for, until, till, some day, one day, eventually, by next month, as soon as, when, after, once).

Functions of the Grammatical Structures in Use:

-Use of Revision of the Mixed (Future) Tenses (Be Going to Future Tense, the Future Progressive Tense, the Future Perfect Tense, the Future Perfect Progressive Tense): Describing intentions, ongoing actions, completed events, sequential activities, or continuous processes relative to a specific time in future.
-Use of Passive Voice of the Future Tenses for Daily Speech, Formal Situations and Written Correspondence: Describing actions or processes in terms of their outcomes or effects to emphasise what will be done, achieved, or impacted in future contexts.

Target Social Language Expressions in Use:

Every cloud has a silver lining!
A healthy mind is in a healthy body!
I'm finally back on my feet!
Let's talk about what's been bothering you?

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 "personal life and well-being with its components such as technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 year 12 of upper secondary school may know what "personal life and well-being with its components such as technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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

Technology (AI), daily life, impact of technology (AI), impact of technology (AI) on daily life, burnout, dealing with burnout, staying motivated.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will design a project titled "Technology and Its Impact on Daily Life", focusing on how technology influences their personal experiences. They will organise a debate panel where each student takes the role of an expert, critic, or neutral observer. Each panel member will prepare

arguments about different aspects of technology such as supporters: discuss how technology improves productivity, communication, and efficiency; critics: talk about privacy issues, hidden digital patterns, and unreliable information; neutral experts: explain how technology organises data, anticipates needs, and influences decision-making. Through research and discussion, students will analyse, argue, and debate by helping them develop critical thinking and communication skills while reflecting on the advantages and challenges of technology in their lives. 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 technology (AI) and its impact on daily life; dealing with burnout and staying motivated" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 12 of upper secondary school may know what technology (AI) and its impact on daily life; dealing with burnout and staying motivated mean in their 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 after prep year 12 of upper secondary school of an upper secondary school, they are expected to know some basic vocabulary about "personal life and well-being" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "personal life and well-being with its components such as technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "personal life and well-being with technology (AI) and its impact on daily life; dealing with burnout and staying motivated" 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 "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, "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " **(V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " 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, V8.1, V10.1, V11.2, V12.3, V16.1, 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: technology (AI) and its impact on daily life; dealing with burnout and staying motivated are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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, SELS.2.1, 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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated ". 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.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: technology (AI) and its impact on daily life; dealing with burnout and staying motivated **(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 **(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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " 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 **(D3.1, 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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " 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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " 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, 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.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: "technology (AI) and its impact on daily life; dealing with burnout and staying motivated" **(D3.6, V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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 students of technology (AI) and its impact on daily life; dealing with burnout and staying motivated 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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " 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 students technology (AI) and its impact on daily life; dealing with burnout and staying motivated 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 different students of technology (AI) and its impact on daily life; dealing with burnout and staying motivated 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, V8.1, V10.1, V11.2, V12.3, V16.1, 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 students technology (AI) and its impact on daily life; dealing with burnout and staying motivated through their writing tasks **(V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " 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 **(V8.1, V10.1, V11.2, V12.3, V16.1, 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.12.3.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 "technology (AI) and its impact on daily life; dealing with burnout and staying motivated " **(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 reflect more deeply on the emotional and practical challenges faced by AI assistants and how they manage responsibilities in English.

Activity 1: Journal Writing from the Perspective of an AI Assistant
Students compose a detailed journal entry from the perspective of an AI assistant, addressing both functional and emotional challenges. They use the target vocabulary such as "intervention, accountability, and anticipation" and use verbs such as "to handle, to encourage, and to operate" to enrich their writing. After completing their entries, students form small groups to share their work and discuss the emotional and practical aspects they have addressed. The teacher gives constructive feedback on the use of the target language including grammar, pronunciation, and vocabulary by focussing on both linguistic accuracy and creative expression. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To understand the role of AI assistants in daily interactions with students, teachers, and families while using target vocabulary to describe emotional and functional experiences in English.

Activity 1: Diary Writing from the Perspective of an AI Assistant
Students individually write a journal entry from the perspective of an AI assistant. They begin with a template

that includes sentence starters such as:
Date: _____
Dear Journal,
Today, I helped someone by...
Sometimes, I feel...
My favourite part about being an assistant is...
However, I don't enjoy...
I often handle tasks such as...
My role also involves...
After completing their entries, students work in pairs to share and discuss their writing, focusing on how they used the target vocabulary and reflecting on the role of AI assistant. The teacher provides feedback on the use of the target language including grammar, pronunciation, and vocabulary, by giving suggestions for improvement where needed. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME THEME 4: FAMILY LIFE & HOME

Sub-themes: Maintaining relationship with family members; challenges of modern societies for families

This theme is centred on the concept of "family life and home" and covers the sub-themes of "maintaining relationship with family members; challenges of modern societies for families". 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 use English effectively 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, 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

After Prep-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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families", 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "Family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families".

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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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: "Maintaining relationship with family members; challenges of modern societies for families"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for maintaining relationship with family members:
Nouns: Harmony, trust, loyalty, commitment, forgiveness, sympathy, transparency, consideration, sincerity, appreciation. Verbs: To bond, to reunite, to appreciate, to forgive, to commit, to forgive. Adjectives: Supportive, respectful, trustworthy, loyal, considerate, sincere. Adverbs: Supportively, sincerely.
Vocabulary for challenges of modern societies for families:
Nouns: Complexity, hardship, isolation, conflict, exhaustion, insecurity, overload. Verbs: To shift (the roles), to diversify, to constraint, to handle, to prompt, to provoke, to reconcile, to encounter.
Adjectives: Exhausted, reluctant. Adverbs: Competitively, rapidly, reluctantly. Phrases:
Technological dependence, internal or external conflicts, financial collapse, lack of resources, global crises.

*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:

-Revision of the Mixed (All Present and Perfect) Tenses: (Forgiveness plays a significant role in relationships. I am considering how to be more supportive of my family during tough times. We have encountered many challenges. The family has struggled with financial instability).

*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 Perfect Tenses for Daily Speech, Formal Situations and Written Correspondence: (The expert says that trust is the foundation of every relationship. The therapist states that loyalty among people is crucial for cooperation. I am writing to inform you that financial collapse is the main topic of our meeting).

Functions of the Grammatical Structures in Use:

-Use of Reported Speech of the Present and Perfect Tenses for Daily Speech, Formal Situations and Written Correspondence with different Reporting verbs: say, tell, ask, state, report, announce, declare, explain, wonder, suggest, propose, agree, disagree, conclude, etc.: Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences in a more polite and objective way.
-Use of Revision of the Mixed (All Present and Perfect) Tenses: Describing actions about daily routines, ongoing activities, past experiences with current relevance.

Target Social Language Expressions in Use:

Charity begins at home!
Let's have a family meeting to sort this out!
Films about families hit close to home!
Everybody's here. It's all in the family!

Target Phonological Sounds in Use:

Vowels: a, e
Consonants: b, c, d
Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/; /i:/, /ə/, silent /e/)
Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "family life and home with its components such as maintaining relationship with family members; challenges of modern societies for families" 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 year 12 of upper secondary school may know what "family life and home with its components such as maintaining relationship with family members;

challenges of modern societies for families" 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

Relationships, family members, maintaining relationships, maintaining relationships with family members, modern societies, challenges, challenges of modern societies, challenges of modern societies for families.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will work on the theme of family life and home by focusing on the sub-themes of maintaining relationships with family members and the challenges that modern societies present for families. They will design a presentation (either as a video, slideshow, or written report) that focuses on the importance of staying connected with family members despite busy lives and geographical distances. In their project, they are asked to discuss some of the challenges families face today and the effects of modern technology on family bonding. They can enrich their projects with personal examples or interviews with family members to illustrate these challenges. Finally, they will propose creative solutions or strategies for overcoming these challenges. 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 maintaining relationship with family members; challenges of modern societies for families" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 12 of upper secondary school may know what maintaining relationship with family members; challenges of modern societies for families mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "family life and home" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "family life and home with its components such as maintaining relationship with family members; challenges of modern societies for families" 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 "family life and home with maintaining relationship with family members; challenges of modern societies for families" 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 "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, "maintaining relationship with family members; challenges of modern societies for families" **(V2.1, V2.2, V8.3, V15.1, V15.4, 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.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 "maintaining relationship with family members; challenges of modern societies for families" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V2.1, V2.2, V8.3, V15.1, V15.4, 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.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 "maintaining relationship with family members; challenges of modern societies for families" 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, V8.3, V15.1, V15.4, 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: maintaining relationship with family members; challenges of modern societies for families 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, V8.3, V15.1, V15.4, 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.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, 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, SELS.2.1, 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 "maintaining relationship with family members; challenges of modern societies for families". 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.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: maintaining relationship with family members; challenges of modern societies for families **(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 **(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 "maintaining relationship with family members; challenges of modern societies for families" 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 **(D3.1, 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 "maintaining relationship with family members; challenges of modern societies for families" 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 "maintaining relationship with family members; challenges of modern societies for families" 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, 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.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: "maintaining relationship with family members; challenges of modern societies for families" **(D3.6, V2.1, V2.2, V8.3, V15.1, V15.4, 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.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 students of maintaining relationship with family members; challenges of modern societies for families 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 "maintaining relationship with family members; challenges of modern societies for families" 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, V8.3, V15.1, V15.4, 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.12.4.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 "maintaining relationship with family members; challenges of modern societies for families" 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 students maintaining relationship with family members; challenges of modern societies for families 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 students of maintaining relationship with family members; challenges of modern societies for families 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, V8.3, V15.1, V15.4, 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 students maintaining relationship with family members; challenges of modern societies for families through their writing tasks **(V2.1, V2.2, V8.3, V15.1, V15.4, 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.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 "maintaining relationship with family members; challenges of modern societies for families" 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 **(V2.1, V2.2, V8.3, V15.1, V15.4, 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.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 "maintaining relationship with family members; challenges of modern societies for families" **(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 analyse family challenges in modern societies and find solutions in English by using critical thinking and the target vocabulary

Activity Name: Fishbone Diagram: Family Challenges and Solutions
Students create a fishbone diagram with the topic "Challenges and Solutions of Modern Societies for Families" at its heading. On the left side, labelled "Challenges", they list issues such as financial instability, isolation,

and family conflicts. On the right side: "Solutions", they propose practical ideas like holding family meetings, seeking community support, and implementing effective budgeting strategies. When the diagrams are completed, students present their work to the class by explaining their identified challenges and proposed solutions. Following the presentations, the class engages in a reflective discussion, comparing the challenges and solutions shared. They consider questions such as: "Do you experience similar challenges in your family?", and "Which solutions do you think would be most effective in your situation?". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about maintaining relationships with family members and challenges of modern societies for families in English by using the target vocabulary and language items.

Activity: Family Tree Report

The teacher asks students to design a simple fictional family tree featuring 2–4 members. For each family member, students write two or three sentences by using the target language to describe their relationships and roles within the family. Students then work in pairs to exchange information about their fictional family trees. After the pair work, each student reports to the class about their peer's family using the target language. The teacher provides constructive and encouraging feedback, focusing on the use of language, accuracy and creativity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Architecture and design in cities; volunteerism in social communities

This theme is centred on the concept of "life in the neighbourhood, city and social life" and covers the sub-themes of "architecture and design in cities; volunteerism in social communities". 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 use English effectively 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, 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

After Prep-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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities", 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities".

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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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 neighbourhood, city, and social life with architecture and design in cities; volunteerism in social communities" 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, AND SOCIAL LIFE

Sub-themes: "Architecture and design in cities; volunteerism in social communities"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for architecture and design in cities: Nouns: Concrete, construction, creation, urbanisation. Verbs: To stand out, to construct, to elevate, to refurbish. Adjectives: Interior, exterior, daring, iconic, lively, elegant, unique, outstanding, classic. Adverbs: Constantly, elegantly, boldly.
Vocabulary for volunteerism in social communities: Nouns: A volunteer, a charity, fundraising, an initiative, engagement, empathy. Verbs: To lead, to advocate, to inspire, to mentor, to coordinate, to extend, to engage, to dedicate, to captivate. Adjectives: Non-profit, dedicated, inspirational, passionate, captivating. Adverbs: Diligently.

*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 for Daily Speech, Formal Situations and Written Correspondence: (She said that she had joined a charity organisation voluntarily. The charity director stated in the email that their non-profit organisation had raised enough funds for the community centre renovation).

Background Grammatical Structures in Use:

-Revision of the Mixed (Past) Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (By the time the charity event started, the volunteers had already set up the venue. The committee had already completed the renovation when the mayor announced the new deadline for the project).

*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.

Functions of the Grammatical Structures in Use:

-Use of Reported Speech of the Past Tenses for Daily Speech, Formal Situations and Written Correspondence: Reporting what someone else has said or shared about past situations, completed actions, or past experiences in a more polite and objective way.
-Use of Revision of the Mixed (Past) Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing past actions or experiences that occurred at various times in the past.

Target Social Language Expressions in Use:

A friend in need is a friend indeed.
Let's band together for our Community!
I love the vibe of this neighbourhood!
Even a small contribution can make a difference!

Target Phonological Sounds in Use:

Vowels: i: (/aɪ/, /ɪ/, /iː/)
Consonants: f: (/f/); g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/); j: (/dʒeɪ/, /dʒ/); k: (/k/, silent /k/)
*(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 and social life with its components such as architecture and design in cities; volunteerism in social communities" 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 year 12 of upper secondary school may know what "life in the neighbourhood, city and social life with its components such as architecture and design in cities; volunteerism in social communities" 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

Architecture, design, cities, architecture in cities, design in cities, volunteerism, communities, social communities, volunteerism in social communities.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will organise a charity event to support a local community cause by taking on roles such as planners, coordinators, and participants. Students will begin by identifying a social issue in their neighbourhood such as supporting a food bank or organising a park clean-up. Then, they will create a plan, divide responsibilities, and work together to prepare for the event. Each student will explain the purpose of their initiative in terms of how it helps the community, and how it encourages teamwork, responsibility, and kindness. The event may include activities like donation sales, or community clean-ups. Finally, they will share their experience through a report, photos, or a simple presentation, discussing their roles, challenges, and the impact on their 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 neighbourhood, city and social life with its components such as architecture and design in cities; volunteerism in social communities" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 12 of upper secondary school may know what architecture and design in cities; volunteerism in social communities mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "life in the neighbourhood, city and social life" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "life in the neighbourhood, city and social life with its components such as architecture and design in cities; volunteerism in social communities" 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 recall the concept "life in the neighbourhood, city, and social life with architecture and

design in cities; volunteerism in social communities" 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 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, "architecture and design in cities; volunteerism in social communities" **(V7.1, V7.3, V16.2, V20.2, V20.4, LS1, LS5, LS9).** 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 "architecture and design in cities; volunteerism in social communities" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V7.1, V7.3, V16.2, V20.2, 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.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 "architecture and design in cities; volunteerism in social communities" 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, V7.1, V7.3, V16.2, V20.2, V20.4, 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: architecture and design in cities; volunteerism in social communities are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V7.1, V7.3, V16.2, V20.2, 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.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, 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, SELS.2.1, 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 "architecture and design in cities; volunteerism in social communities". 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.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: architecture and design in cities; volunteerism in social communities **(D3.7, D3.2, D3.6, V3.4, 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 **(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 "architecture and design in cities; volunteerism in social communities" 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, 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 **(D3.1, 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 "architecture and design in cities; volunteerism in social communities" and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, 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 "architecture and design in cities; volunteerism in social communities" 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, 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.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: "architecture and design in cities; volunteerism in social communities" **(D3.6, V7.1, V7.3, V16.2, V20.2, V20.4, 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.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 students of architecture and design in cities; volunteerism in social communities 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 "architecture and design in cities; volunteerism in social communities" 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, V7.1, V7.3, V16.2, V20.2, V20.4, 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 "architecture and design in cities; volunteerism in social communities" 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 students architecture and design in cities; volunteerism in social communities 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 different students of architecture and design in cities; volunteerism in social communities 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, V7.1, V7.3, V16.2, V20.2, V20.4, LS5, 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 students architecture and design in cities; volunteerism in social communities through their writing tasks **(V7.1, V7.3, V16.2, V20.2, 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.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 "architecture and design in cities; volunteerism in social communities" 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, V7.1, V7.3, V16.2, V20.2, 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.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 "architecture and design in cities; volunteerism in social communities" **(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 write an essay on architecture and design in the city in English by using target vocabulary and target grammar.

Activity 1: Writing an Essay

Students work in groups to write an essay comparing two well-known buildings from different time periods in the same city, one historical and one modern. They describe differences in design, materials (such as concrete), and emerging construction methods. The essay includes target vocabulary, such as "to stand out", "to construct", and "to refurbish", along with descriptive terms like "daring", "recognisable", and "captivating", to characterise the buildings. In addition to comparing the structures, students explore the impact of these

buildings on the city and its inhabitants, both internally and externally. This activity not only allows students to practice the target vocabulary but also deepens their understanding of how cities are shaped through architectural advancements. After completing the essays, groups present their work to the class. The teacher provides constructive feedback on accuracy, creativity, and the effective use of target vocabulary, grammar, and pronunciation during the presentations. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To create a poster about their favourite architectural piece in English by using target vocabulary.

Activity 1: Creating a Poster

In this activity, students use architecture and design vocabulary to create a poster about their favourite architectural piece in their city.. They choose a famous building or one from their city and include its name, location, and key features. Students should use target vocabulary, such as "concrete, construction, urbanisation, interior, exterior, iconic, elegant, unique, recognizable, daring, and lively", to describe the building. The poster should include a visual or drawing of the building, accompanied by a brief description that focuses on its design and architectural features and explains why it is their favourite. Then, students present their posters to the class. The teacher provides feedback on the use of the target language including target vocabulary, grammar, and pronunciation and also accuracy and creativity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: The influence of technology on cultural habits; the role of education in preserving culture

This theme is centred on the concept of "life in the world and culture" and covers the sub-themes of "the influence of technology on cultural habits; the role of education in preserving culture". 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 use English effectively 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, V15. Love and Affection, 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

After Prep-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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture", 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture".

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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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: "The influence of technology on cultural habits; the role of education in preserving culture"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for the influence of technology on cultural habits: Nouns: An artefact. Verbs: To replace, to reshape, to integrate, to archive, to blend. Adjectives: Accessible, dynamic. Adverbs: Firmly.
Vocabulary for the role of education in preserving culture: Nouns: A commitment, a core, a generation, a heritage. Verbs: To time, to incorporate, to foster, to convey, to facilitate. Adjectives: Crucial, comprehensive, consistent. Adverbs: Thus.

*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:

-Can for Probability: (Artificial intelligence can increase the efficiency of cultural archiving systems).
-Could for Probability: (A sudden increase in the number of views could indicate that a video will go viral).
-May, Might for Probability: (Education reforms may/might have lasting effect).
-Could for Deduction or Speculation: (The fingerprints on the artefact could belong to primitive people native to the area).
-Need for Necessity: (Schools need to encourage young people to value cultural heritage).
-Needn't for Lack of Obligation: (We needn't bring our laptop to the meeting; they will provide all the necessary devices).
-Must vs Have to: (We must archive these cultural artefacts to preserve our cultural heritage. We have to archive these cultural artefacts because the legislation requires it).
-Should for Advice: (We should integrate cultural heritage into the curriculum to provide a deeper understanding among students).
-Must/Can't for Deduction: (Education must be a crucial factor in passing down cultural heritage, as it facilitates consistent learning across generations. This artefact can't be purely handmade because the blending of materials cannot be done without technology).

***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:

Modals:
-Reported Speech of Modals for Daily Speech, Formal Situations and Written Correspondence: (Experts say that technology can reshape how people interact with each other. They say that we must convey a consistent understanding of cultural values to the next generation).

Functions of the Grammatical Structures in Use:

-Use of Reported Speech of Modals for Daily Speech, Formal Situations and Written Correspondence: Reporting modal verbs in speech and writing.
-Use of Can for Probability: Expressing that something is possible/probable under normal circumstances.
-Use of Could for Probability: Expressing that something is possible but not certain.
-Use of May, Might for Probability: Expressing that something is possible but not certain.
-Use of Could for Deduction or Speculation: Expressing that something is possible or might be true, based on available evidence or logical reasoning.
-Use of Need for Necessity: Expressing necessity.
-Use of Needn't for Lack of Obligation: Expressing lack of obligation.
-Use of Must vs Have to: Discriminating between expressing a strong internal or personal obligation, often with urgency, and expressing an external obligation imposed by rules, laws, or circumstances.
-Use of Should for Giving Advice: Offering suggestions or recommendations.
-Use of Must/Can't for Deduction: Expressing a strong positive or negative deduction based on evidence or reasoning.

Target Social Language Expressions in Use:

İstanbul is truly a melting pot of cultures.
That is a tradition passed down from generation to generation!

We must keep our culture alive!
Variety is the spice of life.

Target Phonological Sounds in Use:

Vowel: o
Consonants: l, m, n, (ng), p
Vowel: o: (/əʊ/, /ɒ/, /əʊ/)
Consonants: l: (/ɛl/ /l/, silent /l/); m; (/ɛm/,/m/); n: (/ɛn/, /n/, silent /n/); ng: (/ng/); p: (piː//p/, silent /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 "the influence of technology on cultural habits; the role of education in preserving culture" 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 year 12 of upper secondary school may know what "the influence of technology on cultural habits; the role of education in preserving culture" 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

Technology, cultural habits, influence of technology, influence of technology on cultural habits, education, culture, preserving culture, role of education, role of education in preserving culture.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will complete a project about "Life in the World and Culture" focusing on how technology and education influence cultural habits. They will begin by examining how technology reshapes cultural traditions such as digital entertainment, social interactions, and online trends. Students will create a short video or a series of photos showing examples of technology influencing cultural habits in their own lives or community. Next, they will explore how education helps preserve culture by learning about school events, subjects, and activities that highlight local traditions and history. Each student will contribute a written reflection or a poster explaining how their school experiences convey cultural values and pass down heritage. They can create their posters with Web 2.0 tools and share them in the classroom. 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 the influence of technology on cultural habits; the role of education in preserving culture" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 12 of upper secondary school may know what the influence of technology on cultural habits; the role of education in preserving culture mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "life in the world and culture" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "life in the world and culture with its components such as the influence of technology on cultural habits; the role of education in preserving culture" 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 recall the concept "life in the world and culture with the influence of technology on cultural habits; the role of education in preserving culture" 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 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, "the influence of technology on cultural habits; the role of education in preserving culture" **(V15.3, V19.3, 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 "the influence of technology on cultural habits; the role of education in preserving culture" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V15.3, V19.3, 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 "the influence of technology on cultural habits; the role of education in preserving culture" 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, V15.3, V19.3, 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: the influence of technology on cultural habits; the role of education in preserving culture are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V15.3, V19.3, 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, SELS.2.1, 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 "the influence of technology on cultural habits; the role of education in preserving culture". 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.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: the influence of technology on cultural habits; the role of education in preserving culture **(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 **(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 "the influence of technology on cultural habits; the role of education in preserving culture" 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 **(D3.1, 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 influence of technology on cultural habits; the role of education in preserving culture" 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 influence of technology on cultural habits; the role of education in preserving culture" 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 **(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, 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.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: "the influence of technology on cultural habits; the role of education in preserving culture" **(D3.6, V15.3, V19.3, 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 students of the influence of technology on cultural habits; the role of education in preserving culture 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 influence of technology on cultural habits; the role of education in preserving culture" 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, V15.3, V19.3, 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 "the influence of technology on cultural habits; the role of education in preserving culture" 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 students the influence of technology on cultural habits; the role of education in preserving culture 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 different students of the influence of technology on cultural habits; the role of education in preserving culture 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, V15.3, V19.3, 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 students the influence of technology on cultural habits; the role of education in preserving culture through their writing tasks **(V15.3, V19.3, 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 "the influence of technology on cultural habits; the role of education in preserving culture" 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, V15.3, V19.3, 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 "the influence of technology on cultural habits; the role of education in preserving culture" **(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 discuss the influence of technology on cultural habits through a debate and critical thinking by using target vocabulary and language items.

Activity 1: Digital vs Traditional

The teacher explains that students will debate the influence of technology on cultural habits. S/he divides the students into two groups: one group argues that technology helps preserve culture, while the other group argues that technology harms cultural traditions. After presenting their arguments, each group summarises their key points. The teacher provides constructive and encouraging feedback, focusing on the accuracy, creativity, and cohesion in the use of the target language. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To discuss the influence of technology on cultural habits through a group discussion by using target vocabulary and grammar.

Activity 1: Exploring Technology and Culture: A group discussion

The teacher introduces the activity by explaining that students will discuss how technology influences their cultural habits in small groups. To guide the discussion, the teacher provides sentence starters such as "I think AI ____. In my country, we use technology for ____". "Technology has made cultural heritage more/less ____". Students engage in group discussions, sharing their thoughts and examples. Later, each group presents their ideas to the class. The teacher provides constructive feedback by focusing on language accuracy and creativity in the use of the target language while encouraging further participation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel

This theme is centred on the concept of "life in nature and global problems" and covers the sub-themes of "natural disaster prevention, preparedness and balancing; eco-systems; eco tourism and responsible travel". 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 use English effectively 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, V18. Cleanliness, V20. Benevolence

Literacy Skills 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. Cleanliness, V20. Benevolence
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

After Prep-Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.7.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.L2. Students can bring together the information in the current content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.R1. Students can prepare for reading the content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.R2. Students can bring information together about the current content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel", 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.12.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.W3. Students can construct new written content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.S2. Students can analyse and understand the model content related to "Life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel".

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.12.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.S5. Students can reconstruct the information about "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for natural disaster prevention, preparedness and balancing; eco-systems:
Nouns: A threat, a construction, a defence, a measure, a kit, an aid, a shelter, coordination, biodiversity, a survivor. Verbs: To construct, to alarm, to back, to defend, to strike, to detect, to undergo, to survive. Phrases: Be subject to smt., food chain. Adjectives:
Collaborative, flexible, preventive, destructive, devastating, surrounding. Adverbs: Truly, thoroughly, emotionally.
Vocabulary for eco-tourism and responsible travel: Nouns: A commission, well-being, sensitivity, an impact, a destination, theft. Verbs: To trouble, to urge, to conserve, to host, to minimise, to enhance, to undertake, to oppose. Adjectives: Acceptable, offensive, voluntary, appropriate. Adverbs: Thus, otherwise. Phrases: Leave no trace, waste management.

*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: (The evacuation should have been carried out earlier to save more lives).
-Passive Voice of Modals in the Past for Daily Speech, Formal Situations and Written Correspondence: (More precautions should have been taken to protect the city from natural disasters).
-Reported Speech of Modals in the Past for Daily Speech, Formal Situations and Written Correspondence: (The experts explained that the aid could have been distributed faster if the roads hadn't been blocked).

Functions of the Grammatical Structures in Use:

-Use of Modals in the Past: Expressing past possibilities, obligations, and regrets.
-Use of Passive Voice of Modals in the Past for Daily Speech, Formal Situations and Written Correspondence: Expressing probability, deduction, speculation, necessity and obligation when the focus is on the action rather than the doer in a more formal or polite way.
-Use of Reported Speech of Modals in the Past for Daily Speech, Formal Situations and Written Correspondence: Reporting past ability, suggestion, obligation or assumption.

Target Social Language Expressions in Use:

Every little bit helps!
Make hay while the sun shines!
You reap what you sow!
Let's organise a clean-up event!

Target Phonological Sounds in Use:

Vowel: u
Consonants: q, r, s, t
Vowel: u: (/juː/, /ʌ/, /juː/, silent /u/)
Consonants: q: (/kjuː/, /k/); r: (/ɑː/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE), silent /r/ (Br)); s: (/s/, /ɛs/, /z/,

silent /s/); t : (/ti:/, /t/, silent /t/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Key Concepts

Generalisations

The target concept of this theme "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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 year 12 of upper secondary school may know what "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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

Disaster, prevention, preparedness, balancing, disaster prevention, disaster preparedness, disaster balancing, ecosystems, eco-tourism, responsible travel.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme of life in nature and global problems with its sub-themes: natural disaster preparedness, balancing ecosystems, eco-tourism, and responsible travel. For this project, students will prepare a video guide that highlights practical tips for preparing for natural disasters, such as creating emergency kits and evacuation plans. They will also explain the importance of preserving ecosystems to reduce the frequency and impact of such disasters. Additionally, they will show the principles of eco-tourism such as promoting responsible travel habits like minimising waste, supporting local communities, and respecting wildlife. Students are also asked to offer actionable solutions for a more sustainable future with nature. Students will present their projects in the classroom. 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 disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 12 of upper secondary school may know what natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "life in nature and global problems" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "life in nature and global problems with its components such as natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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 recall the "life in nature and global problems with natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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, "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" **(V15.2, V15.3, V13.2, V18.2, 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.12.7.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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V15.2, V15.3, V13.2, V18.2, 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.12.7.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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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, V15.2, V15.3, V13.2, V18.2, 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: natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel are on the target vocabulary list of the current theme as clues to the components of the current theme. **(D3.7, V15.2, V15.3, V13.2, V18.2, 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.12.7.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, 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, SELS.2.1, 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.12.7.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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel". 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.12.7.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: natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel **(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 **(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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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 **(D3.1, 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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 **(D3.1, 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.12.7.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.12.7.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: "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel **(D3.6, V15.2, V15.3, V13.2, V18.2, 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.12.7.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 students of natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel 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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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, V15.2, V15.3, V13.2, V18.2, 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.12.7.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.12.7.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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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.12.7.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 students natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.12.7.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.12.7.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 different students of natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel 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, V15.2, V15.3, V13.2, V18.2, LS5, CS2.14, CS3.3).** Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9).**

ENG.12.7.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.12.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel through their writing tasks **(V15.2, V15.3, V13.2, V18.2, 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.12.7.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.12.7.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.12.7.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 "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" 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, V15.2, V15.3, V13.2, V18.2, 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.12.7.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.12.7.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.12.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "natural disaster prevention, preparedness and balancing; eco-systems; eco-tourism and responsible travel" **(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.12.7.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 discuss and answer questions related to ecotourism recovery, challenges, and the involvement of local communities in English by using the target vocabulary.

Activity 1: Eco-Tourism Recovery

In this activity, students watch a short video about a natural disaster (like an earthquake, tsunami, or hurricane) and how ecotourism helped with recovery. The video explains the actions taken to rebuild ecotourism, the challenges faced, and the role of local communities in the prevention and recovery process. After watching the video, students work in small groups to answer the comprehension questions, such as, "What measures were taken to recover eco-tourism after the disaster? What challenges do eco-tourism destinations face after a natural disaster? What was the role of local communities in recovery?". The groups discuss and answer the questions; the teacher asks each group to share their answers. After each group's answers, the teacher provides feedback on the correct use of the language. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To identify natural disaster prevention, preparedness and balancing; ecosystems; ecotourism in English by using target vocabulary.

Activity 1:

In this activity, students review target vocabulary related to natural disaster prevention, preparedness, balancing ecosystems, ecotourism, and responsible travel using flashcards. The teacher introduces target vocabulary such as "threat", "defence", "construct", "minimise", "aid", "sensitivity", "destination", "impact", and "conserve". Then, the students complete sentences using the correct words from the Word Bank in a fill-in-the-blanks activity. For instance, "People should have taken some precautions to protect themselves from natural disasters". This activity helps students understand the relationship between natural disaster preparedness, ecotourism, and responsible travel. Later, students read the sentences aloud, and the teacher provides feedback on correct use of target vocabulary and pronunciation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

UPPER SECONDARY-YEAR 12 (AFTER PREP)-LEVEL: B2.4

THEME 8: LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: Future myths and legends; future of humanity

This theme is centred on the concept of "life in the universe and the future" and covers the sub-themes of "future myths and legends; future of humanity". 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 use English effectively 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, 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

After Prep-Year 12 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.12.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.L2. Students can bring together the information in the current content on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.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 future myths and legends; future of humanity" 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.12.8.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 future myths and legends; future of humanity" 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.12.8.R1. Students can prepare for reading the content on "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.R2. Students can bring information together about the current content on "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.R3. Students can make sense of and derive meaning from the current content on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.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 future myths and legends; future of humanity" 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.12.8.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 future myths and legends; future of humanity" 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.12.8.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 future myths and legends; future of humanity", 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.12.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.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 future myths and legends; future of humanity".

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.12.8.W3. Students can construct new written content on "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.W4. Students can practise producing written content based on the current theme "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.W5. Students can engage in the process of writing related to the content on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.W6. Students can reconstruct their writing about the current theme on "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.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 future myths and legends; future of humanity" 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.12.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.S2. Students can analyse and understand the model content related to "Life in the universe and the future with future myths and legends; future of humanity" 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.12.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with future myths and legends; future of humanity".

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.12.8.S4. Students can construct meaningful spoken content about "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.S5. Students can reconstruct the information about "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.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 future myths and legends; future of humanity" 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 myths and legends; future of humanity"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for future myths and legends: Nouns: A folklore, a plot, a figure, a tale. Verbs: To represent, to symbolize, to reflect. Adjectives: Supernatural, heroic, courageous, spiritual.
Vocabulary for future of humanity: Nouns: An assumption, a retirement, a principle, an advancement, a citizen. Verbs: To surround, to target, to elect, to found, to surpass, to collaborate, to investigate. Adjectives: Genuine, progressive, innovative, eco-friendly, digital, adaptive. Adverbs: Hopefully.

*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:

-Mixed Conditionals: (If you go to the Moon, everything floats in space. If a planet is in orbit, it travels around a star. If we find extraterrestrial life, it will be in a distant galaxy. If you want to explore space, you can be an astronaut. If citizens had collaborated to find solutions on environmental problems, we would be living in a more eco-friendly world today).
-Inversions: (In Conditional 3 and Mixed Conditionals): Had he taken the job in NASA, he would now be working on space missions.

Functions of the Grammatical Structures in Use:

-Use of Mixed Conditionals: Describing past unreal conditionals with present or future results.
-Use of Inversions: (In Conditional 3 and Mixed Conditionals): Expressing formality, emphasis, or stylistic variation by reversing the usual word order in conditional sentences.

Target Social Language Expressions in Use:

Cross that bridge when you come to it!

Tomorrow is another day!
Let's imagine a better world!
We need to look to the future!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z
Consonants: v: (/viː/, /v/); w: (/w/), silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /iː/); z: /(zed/ (Br), /ziː/ (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 myths and legends; future of humanity" 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 year 12 of upper secondary school may know what "life in the universe and the future with its components such as future myths and legends; future of humanity" 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

Myths, legends, future myths, future legends, humanity, future of humanity.

INDICATORS FOR LEARNING (Assessment and Evaluation)

PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the Universe & the Future" by creating an Intergalactic Travel Brochure. They will imagine destinations like planets, space stations, or galactic landmarks, highlighting unique features, cultural myths, and heroic tales tied to each location. The project will also include designing a conceptual model of a futuristic technology such as sustainable habitats or advanced spacecraft, that addresses challenges like resource scarcity or space travel. They can share it with the 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 universe and the future with its components such as future myths and legends; future of humanity" and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in after prep year 12 of upper secondary school may know what future myths and legends; future of humanity mean in their 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 after prep year 12 of upper secondary school, they are expected to know some basic vocabulary about "life in the universe and the future" and also some necessary structures 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 after prep year 12 of upper secondary school are ready to learn the concept of "life in the universe and the future with its components such as future myths and legends; future of humanity" 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 recall the concept "life in the universe and the future with future myths and legends; future of humanity" 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.12.8.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, "future myths and legends; future of humanity" **(V3.3, 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.12.8.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 "future myths and legends; future of humanity" to identify the topic of the content and to answer the question: "What is the whole content about?" **(D3.6, V3.3, 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.12.8.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 "future myths and legends; future of humanity" 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, 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: future myths and legends; future of humanity are on the target vocabulary list of the current theme as clues to the components of the current theme**(D3.7, V3.3, 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.12.8.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, SELS.2.1, 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.12.8.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 "future myths and legends; future of humanity". 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.12.8.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: future myths and legends; future of humanity **(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 **(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 "future myths and legends; future of humanity" 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 **(D3.1, 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 "future myths and legends; future of humanity" 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 "future myths and legends; future of humanity" 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.12.8.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 **(D3.1, 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.12.8.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.12.8.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: "future myths and legends; future of humanity" **(D3.6, V3.3, 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.12.8.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 students of future myths and legends; future of humanity 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 "future myths and legends; future of humanity" 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, V11.1, V11.2, 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.12.8.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.12.8.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 "future myths and legends; future of humanity" 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.12.8.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 students future myths and legends; future of humanity in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1).**

ENG.12.8.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.12.8.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 different students of future myths and legends; future of humanity 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, 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.12.8.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 **(SELS1.2, V12.3, LS1, CS3.1).**

ENG.12.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about students future myths and legends; future of humanity through their writing tasks **(V3.3, 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.12.8.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.12.8.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.12.8.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 "future myths and legends; future of humanity" 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, 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.12.8.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.12.8.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.12.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "future myths and legends; future of humanity" **(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.12.8.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 produce a creative story about possible future scenarios based on real or unreal situations by using the target vocabulary and target language items.

Activity 1: Create a Future Legend

The teacher explains the task clearly. Students will write detailed sentences about a legend that involves a prediction for the future. The teacher gives examples of sentences with target language items and target vocabulary (e.g. If the legend of the flying ships had been real, we would have advanced far beyond our current technology and have eco-friendly transportation systems today"). Next, students write sentences for detailed legends using target language items and target vocabulary. Then, they read their sentences aloud. The teacher listens and gives feedback on the use of the target language. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To write about possible future scenarios based on real or unreal situations by using target vocabulary and target language items.

Activity 1: Building a Future Legend

The teacher explains that students will create a legend about the future by discussing characteristics such as a hero or heroine, a supernatural element, and a moral lesson. S/he encourages the use of target language items. The teacher introduces several sentence starters, such as "If humanity had learned from past experiences, we might have prevented _____. If we had made better environmental choices earlier, the Earth would be _____ in 2200". Each group presents their future legend to the class. After each presentation, the teacher listens and gives feedback on the use of the target language. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

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