

## OAE Long Term Plan MFL: Year 10

In year 10, students begin Key Stage 4 with engaging in the topic of social issues. However, the year begins by consolidating key grammatical structures, so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in Turkish speaking countries, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women's rights. Students are encouraged to approach these complex issues with sensitivity and empathy.

Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the free time module, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including engagement with music genres. This further develops their cultural awareness and understanding.

The film module in year 10 is designed not only to consolidate students' learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the world. The consolidation module at the end of year 10 gives students the opportunity to consolidate their of the modules studied in year 10.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Topic: Mobile technology and social media</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Social media/teknoloji kelime: bir arkadaş, bir düğme, bir bağlantı, arkadaşlarım ekleyin, etiketleyin, paylaşın, bir mu bir profil, yayınlayın, bir paylaşım, gündem, GPS</li> <li>Arguments for and against social media/technology: arkadaş edinebiliriz, çevrimiçi arkadaş edinebiliriz, arkadaşlarımla iletişim kurabilirim, arkadaşlarımla iletişim kurmama izin verirler, çevrimiçi alışveriş yaparım, dikkatli olmalıyız, bağımlıyım, sadece sanal arkadaşlarım var</li> <li>Key topic verbs: koymak, kapatmak, canlı, hizmet vermek, indirmek, göndermek, almak, aramak, okumak, tutmak</li> <li>Dangers of technology: beyin kanseri olma riski, kimlik hırsızlığı, sınavlardan kalma, asosyal olma, gerçeklikle temasını kaybetme, radikalleşme, gözlere zarar verme, baştan çıkarma</li> </ol> <p><b>Grammatical structures and skills</b></p> <ol style="list-style-type: none"> <li>superlative adjectives</li> <li>imperative/commands</li> <li>Present tense conjugation of key topic</li> </ol>	<p><b>Topic: Healthy Living</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Food and drink: ekmek, tereyağı, kahve, patates, şekerler, peynir, alkolsüz içecekler vb protein, nişastalar, meyveler ve sebzeler, sağlıklı, sağlıklı</li> <li>Justifications: kalsiyum, mineraller, proteinler, vitaminler, şeker, yağ, tuz, kalori içerir, enerji sağlar</li> <li>Sports: oyun (futbol, basketbol, ragbi, bilardo / petank / boules) do (bisiklet, kano-kayak / ud, binicilik, yüzme) vb</li> <li>Extreme sports: (su) kayak, bungee jumping, su sporları, wingsuit, atlama, uçma</li> </ol> <p><b>Grammatical structures and skills</b></p> <ol style="list-style-type: none"> <li>partitive with eating and drinking</li> <li>Present tense of key verbs</li> <li>Expressions and opinions</li> <li>complex structures</li> <li>Present tense of verb 'to have to' full paradigm + infinitives</li> <li>Negative constructions present tense:</li> <li>Third person plural verbs present tense</li> <li>demonstrative pronouns</li> </ol>	<p><b>Topic: Social Issues</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Social problems : sigara, alkolizm, anoreksiya, ilaçlar, AIDS, obezite, tütün, evsizlik, stres</li> <li>Justifications: kullanıcı dostudur, yetişkin görünür, güven verir, streslidir, kilo verebilirsiniz. sağlığa zararlı, gençler bağımlı, iğrenç, kokusunu sevmiyorum, çok tehlikeli</li> <li>Protests and strikes grev, göster, sağ, özgürlük, iş teklif et, ev inşa et, dinle, ihbar ve, gel</li> <li>Charities: dernek, kavgalar, Gıda, Savaşlar, kavgalar, doğal afetler, Gönüllü, gönüllü</li> </ol> <p><b>Grammatical structures and skills</b></p> <ol style="list-style-type: none"> <li>Agreement of adjectives</li> <li>Possessive pronouns</li> <li>Comparative adjectives</li> <li>verbs: ile iyi geçinme, tartışma, kızma, kendini çağırma, gergin tam paradigmalar sunma</li> <li>Direct object pronouns to describe people</li> <li>Formation of imperfect tense (full paradigm)</li> <li>Revision of immediate future, formation of simple future</li> </ol>	<p><b>Topic: Family, Friends and Future plans</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Adjectives to describe others: cömert, nazik, güzel, eğlenceli, komik, şiddetli, cesur, bencil, kötü, zor</li> <li>Saying you get on with people-onunla iyi geçin, ona kızıyorum, tartışıyorum, çok ortak noktamız var</li> <li>Key topic verbs: seyahat, olmak, evlenmek, çalışmak, çocuk sahibi olmak, satın almak</li> <li>Discussion of future plans: çocuk sahibi olmak, evlenmek, ortak hukuk ilişkisi içinde yaşamak, çalışmalara devam, çocuk yetiştirmek, tek ebeveynli/geniş bir aile, concubinage</li> <li>Vocabulary for statistics: artırmak, büyütme, azaltmak, azaltmak</li> <li>For or against marriage: justifications: bu istikrar, pahalı, aşk için gerekli değil, bir ilişkiye hiçbir şey getirmiyor, para israfı</li> </ol> <p><b>Grammatical structures and skills</b></p> <ol style="list-style-type: none"> <li>Present tense regular verbs full paradigms</li> </ol>	<p><b>Topic: (Film module)</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Music genres: pop.rap/klasik/geleneksel/Fransız müziği, caz, hip-hop, metal, trap, rock, reggae</li> <li>Film genres: westernler, çizgi filmler, komediler, korku filmleri, polisiye filmler, aşk filmleri, bilim kurgu filmleri, aksiyon filmleri</li> <li>Expressions of assumption: o görünüyor (olmak), o / o görünüyor / görünüyor, bana öyle geliyor ki, bildiğim kadarıyla, o / o gibi görünüyor</li> <li>Physical descriptions: siyah gözler/saçlar, mavi vb gözlükler, şapka</li> <li>Personality descriptions:</li> <li>Key verbs</li> <li>Film review: bir eleştiri, espor, mutluluk, küçük zevkler, üzüntü, sevgi, nezaket</li> </ol> <p><b>Grammatical structures and skills</b></p> <ol style="list-style-type: none"> <li>Past tense</li> <li>Future tense LPA: near future, HPA: simple future</li> </ol>	<p><b>Topic: Holidays and Holidays place to go and stay</b></p> <p><b>Topics covered:</b></p> <ol style="list-style-type: none"> <li>Reservations and accommodations</li> <li>Holiday Place</li> <li>Activities and entertainment on holiday</li> </ol> <p><b>Skills covered:</b></p> <ol style="list-style-type: none"> <li>Describing Holiday places using range of opinions and justifications.</li> <li>Describing historical and naturel places in the town.</li> <li>Giving opinions and a range of justifications on school holiday activities and entertainment</li> <li>Talking about different types of holidays and accommodations</li> </ol>

	<p>4. Present tense conjugation of irregular verbs ‘</p> <p>5. infinitive structures</p> <p>6. Conditional tense</p>	<p>9.. Past tense</p> <p>10. Recognition of past tense (imperfect) forms</p>	<p>8. present + je vais future (lower),</p> <p>9. Recognising different tenses together- past/present/future</p>	<p>2. Negative constructions present</p> <p>3. Direct object pronouns</p> <p>4. Comparative adjectives:</p> <p>5. Near future and simple future full paradigms</p> <p>6. Past tense</p>	<p>3. Past tense (imperfect)</p> <p>4. Direct object pronouns</p>
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**OAE Long Term Plan MFL: Year 11 Turkish**

In students’ final year of study, they begin by consolidating the topic of holidays, but revisit the module with a higher level of complexity, as they are able to apply more complex structures. Students are encouraged to express their opinions and discuss where they would like to travel in the future based on their own interests. Students discuss the impact of social media and mobile technology, and are able to discuss some of the risks and dangers associated with social media, as well as some of the wider opportunities technology has to improve their lives. The final topic that students study in year 11 allows them to engage with global and environmental issues, and allows them to reflect on their own role and responsibility as citizens of our global community.

Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p><b>Topic: Life at School and Future Plans</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Okul araçları ve okuldaki yaşam</li> <li>Meslek seçimi ve Arkdaşlıklar</li> <li>Eğitim sistema kolej ve Üniversiteler</li> <li>Öğretmenler ve Dersler</li> </ol> <p><b>Grammatical structures and skills:</b></p> <ol style="list-style-type: none"> <li>Weather in the present, past and future tenses</li> <li>Activities in the present tense – (HPA) conjugation of irregular</li> <li>Activities in the present tense- conjugation of regular verbs</li> <li>Future tense (HPA simple future, LPA near future)</li> <li>Past tense</li> <li>Demonstrative adjectives</li> <li>conditional</li> </ol>	<p><b>Topic: : Local Area</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Bölge ile ilgili turistik yerler</li> <li>Bölgenin kalitesi ve yaşam tarzı</li> <li>Yapabileceğiniz şeyler ve güvenliliği</li> <li>Bölgenin avantaş ve deavantaşları</li> </ol> <p><b>Grammatical structures and skills:</b></p> <ol style="list-style-type: none"> <li>Present tense irregular verbs full paradigms:</li> <li>Present tense regular verbs full</li> <li>Indirect object pronouns</li> <li>Formation of subjunctive</li> </ol>	<p><b>Topic: Global Issues and the Environment</b></p> <p><b>Vocabulary covered:</b></p> <ol style="list-style-type: none"> <li>Key environmental issues: atık, kirlilik, tehlike altındaki türler, yangınlar, ormansızlaşma, trafik, çöp, cam, kağıt, su, toplu taşıma, geri dönüşüm, elektrik, okyanus seviyesi, kömür / gaz yanması, kuraklık, seller</li> <li>Key verbs: kaydet, al (duş al), geri dönüştür, artır, azalt, at, erit, kapat, tehdit et, azalt, ısıt, yukarı çık</li> <li>Key vocabulary for poverty and homelessness- evsizler, bir hayır kurumu, gıda, giyim, uyuşturucu, yoksulluk, ırkçılık, AIDS, işsizlik, gönüllü çalışma</li> <li>Justifications: bu/ne neden olabilir, artırmak, azaltmak, etkilemek</li> </ol> <p><b>Grammatical structures and skills:</b></p> <ol style="list-style-type: none"> <li>Present tense irregular verbs full paradigms:</li> <li>Present tense regular verbs full</li> <li>Indirect object pronouns</li> <li>Formation of subjunctive</li> </ol>	<p><b>Topic: Revision and consolidation</b></p> <p><b>Topics covered:</b></p> <ol style="list-style-type: none"> <li>Family and friends</li> <li>Free time/technology</li> <li>Home, town, neighbourhood and region.</li> <li>Travel and Tourism</li> <li>My studies</li> <li>Education post-16</li> </ol> <p><b>Key skills embedded across lessons:</b></p> <ol style="list-style-type: none"> <li>Listening practice</li> <li>Reading comprehension practice</li> <li>Writing practice: 90/150 words</li> <li>Speaking practice: photo-cards/role-plays and general conversation preparation.</li> </ol>	Exams	



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