# 13. Hafta

14–18 Aralık · 1. dönem · 2 ders saati

TEMA / ÜNİTE

## Theme 2: Classroom Lıfe

KONU / METİN

Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours.
Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language):
Come here, please!
Look at me! Look here!
Open/Close your book!
Open the door, please! Close the door, please!
Stand up, please! Sit down, please!
Listen! Be quiet, please!
Repeat, please!
Point to…, please!
Pass the pencil/rubber etc. please!
Put your pencils/rubbers etc. in the box/bag, please!
Colour it, please!
Draw it, please!
Say… please!
Look at the board, please!
Raise your hand, please!
Come to the board, please!
Show your picture, please!
Good job!
Are you ready?
Classroom language:
Good!
Well done!
(Can I go to the bathroom/toilet?) Yes, you can!
Here you are!
Thanks!
Hurry up!
It’s break time now!
Time’s up!
Do you need help?
Not yet!
Can I come in?
Can you pass the blue crayon, please?
I’m sorry, I’m late.
Target Vocabulary in Use (with revisional vocabulary):
Classroom furniture: A desk, a table, a Smart Board, a blackboard/whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall).

Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue, scissors.
Classroom devices: A computer, a tablet, Smart Board.
Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange.
Numbers: 1-20
The alphabet (song):
*National and religious days, festivals, and celeberations: “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-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.
Target Language Chunks in Use:
“To be-present”: (What’s/is it? It’s/is a chair).
Function: Telling names, what things are, what colour things are.
“To be-present”: (What colour is it? It’s/is blue. What colour is the chair? The chair is blue. It’s blue).
Function: Telling the colours of things and objects.
“To be-present”: (How many chairs? Five chairs).
Function: Asking the number of things, objects, and people very simply.
Possessive adjectives: My, his, her, its, our, your, their.
Function: Modifying a noun to show ownership and describing the object.
Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can).
Function: Asking for and giving permission.
Target Social Language in Use:
What’s next?
Good luck!
Of course!
You’re right!
It’s her/my/his turn!
I see!
Target Phonological Sounds in Use:
Consonants: c, d
c: (/si/, /k/); d: (/d/)
*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

| Kod | Öğrenme çıktısı |
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| ENG.2.2.L1 | Pupils can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”. |

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| | • a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.<br>• b) Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.<br>• c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures, and context. |
| ENG.2.2.L2 | Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” together with key details and main components while listening/watching it.<br>• a) Pupils make simple predictions about the current content based on the surrounding audio/ visual elements scattered around the classroom in relation to the current theme.<br>• b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.<br>• c) Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components. |
| ENG.2.2.L3 | Pupils can make meaning of/derive meaning from the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through details by listening/ watching it carefully.<br>• a) Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.<br>• b) Pupils locate the components of the current content within the whole by listening and watching it.<br>• c) Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.<br>• d) Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.<br>• e) Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.<br>• f) Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school. |
| ENG.2.2.L4 | Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in a very simple way.<br>• a) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/ watching-comprehension process about the current content in a very simple way.<br>• b) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/ watching-comprehension process about the current content by sharing them with others in a very simple way. |
| ENG.2.2.P1 | Pupils can select and use the target phonological elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.<br>• a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.<br>• b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups, and individually.<br>• c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.<br>• d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.<br>• e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others. |
| ENG.2.2.R1 | Pupils can get ready for the reading-comprehension process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”. |

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| | • a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.<br>• b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.<br>• c) Pupils make simple preliminary predictions about the current content based on recognised relationships. |
| ENG.2.2.R2 | Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.<br>• a) Pupils make simple predictions about the topic of the current content by exploring the audiovisual clues surrounding it.<br>• b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/ visual materials quickly through skimming.<br>• c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. |
| ENG.2.2.R3 | Pupils can make meaning of/derive meaning from the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by reading it carefully.<br>• a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.<br>• b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.<br>• c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.<br>• d) Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.<br>• e) Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.<br>• f) Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. |
| ENG.2.2.R4 | Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” for reflection in relation to themselves or others, both individually and/ or with others.<br>• a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.<br>• b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. |
| ENG.2.2.V1 | Pupils can select and use the target vocabulary of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.<br>• a) Pupils hear/view target vocabulary in the current content as a whole in context.<br>• b) Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/ watching the target material and source, together with pointing to the pictures displayed in class.<br>• c) Pupils recognise the use of the target words in the target material and source, by listening/ watching it several times and seeing how and where the target words are used to describe the current concept.<br>• d) Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.<br>• e) Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.<br>• f) Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).<br>• g) Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences. |
| ENG.2.2.G1 | Pupils can select and use the language including target grammatical elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when |

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| | communicating with others.<br>• a) Pupils become familiar with the current content by listening, viewing, and reading it several times.<br>• b) Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.<br>• c) Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.<br>• d) Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.<br>• e) Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.<br>• f) Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.<br>• g) Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.<br>• h) Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.<br>• i) Pupils automatically select and use similar target language chunks related to the current content heard/seen/ read in oral communication without knowing, analysing, or thinking about their rules. |
| ENG.2.2.W1 | Pupils can get ready for the writing-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in an age- and level-appropriate way.<br>• a) Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.<br>• b) Pupils understand correctly what the current writing task is as guided and assigned. |
| ENG.2.2.W2 | Pupils can copy the model/example on the writing task about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided to practise for further writing activities.<br>• a) Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. |
| ENG.2.2.W3 | Pupils can organise and form a content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided.<br>• a) Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level. |
| ENG.2.2.W4 | Pupils can practise writing by constructing content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.<br>• a) Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.<br>• b) Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.<br>• c) Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme. |
| ENG.2.2.W5 | Pupils can reorganise and use information by reconstructing it in the new written tasks about the “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” to communicate with other people.<br>• a) Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.<br>• b) Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others. |
| ENG.2.2.W6 | Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” very simply for reflection in relation to themselves or others, both |

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| | individually and/or with others.<br>• a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.<br>• b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. |
| ENG.2.2.S1 | Pupils can get ready for speaking-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” with the help of supplementary audio-visual materials.<br>• a) Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/ reading and associating it with the current content. |
| ENG.2.2.S2 | Pupils can imitate the model/example for producing verbal content about the current theme on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.<br>• a) Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids. |
| ENG.2.2.S3 | Pupils can organise simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by speaking accurately, efficiently, and authentically.<br>• a) Pupils design simple new verbal content by imitating model/sample content for prepared and/ or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.<br>• b) Pupils organise simple new verbal content by imitating model/sample content for prepared/ unprepared speaking situations, appropriate to the model/sample, context, age, and language level. |
| ENG.2.2.S4 | Pupils can form a simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through reconstruction by speaking accurately, efficiently, and authentically.<br>• a) Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.<br>• b) Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (questionanswer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.<br>• c) Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).<br>• d) Pupils express messages in a concrete, simple, and clear way for the listener in prepared and/ or unprepared speaking situations together with mimics, gestures, and body language. |
| ENG.2.2.S5 | Pupils can reorganise and use information about the current theme on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by reconstructing it to communicate with other people.<br>• a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.<br>• b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others. |
| ENG.2.2.S6 | Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” very simply for reflection in relation to themselves or others, both individually and/or with others.<br>• a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.<br>• b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. |

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital

model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 2) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.