25. Hafta

29 Mart – 2 Nisan · 2. dönem · 2 ders saati

TEMA / ÜNİTE

Theme 5: Homes & Houses & The Neıghbourhood

KONU / METİN

Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm
Target Vocabulary in Use (with revisional vocabulary):
Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit.
Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn.
Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant.
Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows),
to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs).
*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-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:
Language Chunks (“There is/There are”): (What is there on your farm? There’s/is a farmhouse on our farm).
(How many cows are there on your farm? There are five cows on our farm).
Function: Describing existence and quantity of objects or entities in a specific location.
Language Chunks (“The Simple Present Tense”): (What do you do on your farm every day? I milk our cows every day).
Function: Describing habitual actions or routines.
Language Chunks (“The Present Progressive Tense”): (What is the farmer doing now? He’s/is watering the vegetables now).
Function: Describing actions happening at the moment of speaking.
Adverbs of time: Now, at present, today
Target Social Language in Use:
No way!
No idea.
Fantastic!
Help me!
Why not?

What a surprise!
How beautiful!
Let me…
Cute!
Target Phonological Sounds in Use:
Consonants: q, r, s, t, v
Consonants: q: /kju□ /ɹ: /□ □(B̸r), /r/ (AmE.); s: (/s/, /□ s/, z̸/); t: (/ti□ /, t̸/); v: (/vi□ /, v̸/)
*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
ENG.3.5.L1	Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. • 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. • 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. • c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.
ENG.3.5.L2	Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it. • 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. • b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals. • 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.3.5.L3	Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully. • 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. • b) Pupils locate the components of the current content within the whole by listening and watching it. • 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. • 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. • 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. • 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.3.5.L4	Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way. • 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. • 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.3.5.P1	Pupils can select and use the target phonological elements of the current content about “homes, houses and

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	the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. • a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. • b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. • c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts. • 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. • e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.
ENG.3.5.R1	Pupils can get ready for the reading-comprehension process about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". • a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. • b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content. • c) Pupils make simple preliminary predictions about the current content based on recognised relationships.
ENG.3.5.R2	Pupils can bring information about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. • a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. • b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/ visual materials quickly through skimming. • c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.
ENG.3.5.R3	Pupils can make meaning of/derive meaning from the current content about "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by reading it carefully. • a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. • b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. • c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. • d) Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. • e) Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it. • f) Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.
ENG.3.5.R4	Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" for reflection in relation to themselves or others, both individually and/or with others. • 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. • 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.3.5.V1	Pupils can select and use the target vocabulary of the current content about "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when

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	communicating with others. • a) Pupils hear/view target vocabulary in the current content as a whole in context. • 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. • 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. • 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. • e) Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition. • 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). • 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.3.5.G1	Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. • a) Pupils become familiar with the current content by listening, viewing, and reading it several times. • 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. • 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. • 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. • 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. • 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. • g) Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules. • 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. • 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.3.5.W1	Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way. • 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. • b) Pupils understand correctly what the current writing task is as guided and assigned.
ENG.3.5.W2	Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities. • 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.3.5.W3	Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided. • 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.

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ENG.3.5.W4	Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. • 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. • 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. • c) Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.
ENG.3.5.W5	Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” to communicate with other people. • a) Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it. • b) Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.
ENG.3.5.W6	Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others. • 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. • 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.3.5.S1	Pupils can get ready for speaking-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” with the help of supplementary audio-visual materials. • 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.3.5.S2	Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. • 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.3.5.S3	Pupils can organise simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by speaking accurately, efficiently, and authentically. • 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. • 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.3.5.S4	Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through reconstruction by speaking accurately, efficiently, and authentically. • 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. • 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. • 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

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	tell, pantomime drama, etc.). • 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.3.5.S5	Pupils can reorganise and use information about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reconstructing it to communicate with other people. • a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally. • b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.
ENG.3.5.S6	Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others. • 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. • 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

PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes, Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher.

BELİRLİ GÜN VE HAFTALAR

Library Week

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 3) · 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.