22. Hafta

1–5 Mart · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 9: School Lıfe & Educatıon

KONU / METİN

Sub-themes: “Schools from different parts of the world; extracurricular activities at school; clubs at school”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for general terms related to education:
Nouns: An educational programme, a diploma, a year (grade AmE), an extracurricular activity, a student, a qualification, facilities. Verbs: To graduate, to practise (to practice-AmE), to research, to register.
Vocabulary for types of school: A primary school (an elementary school-AmE), a lower secondary school (junior high school/middle school-AmE), an upper secondary school (high school-AmE), a vocational school, a private school, a public school, an international school, a boarding school, a special needs school, a language school, a college, a university.
Vocabulary for facilities in different types of schools:
Nouns: A cafeteria, a courtyard, a gym, a conference room, a seminar room, a swimming pool, a tennis court, a basketball court, a teacher’s room/a staff room (teachers’ lounge-AmE), a headmaster’s office (principal’s office-AmE), a counsellor’s office (counselor’s office-AmE), a prayer room, a technology lab.
Vocabulary for regular activities in different types of schools:
Nouns: A Lecture, classwork, an exam, a quiz, a project, a discussion, a presentation, group work, laboratory work, an experiment, an exhibition. School Subjects: Information Technology (IT), Geography, History, Physics, Chemistry, Biology, Maths (Math-AmE), Literature, Social Studies, Philosophy, Art, Music, Physical Education (P.E.), Religion and Morals.
Vocabulary for extracurricular activities in different types of schools:
Nouns: Debate club, maths club, science club, chess club, literature club, art club, coding club, history club, volunteers club, spelling bee club, drama club, sculpture club, robotics club.
Vocabulary for sports at school:
Nouns: Football (soccer-AmE), basketball, swimming, tennis, martial arts, gymnastics, cycling, rugby, skiing, hiking.
Target Grammatical Structures in Use:
-Passive Voice in Present Tenses for Daily Speech: (Projects are assigned to students by the teachers.)
-Question Tags with Perfect Tenses: (You’ve completed your class project on time, haven’t you?)
-Articles (a/an/the): (A boarding school, an international school, the school).
Background Grammatical Structures in Use:
-The Present Simple Tense: (Students play football, basketball, and tennis regularly.)
-The Present Progressive Tense: (The students are working on a group project about social studies now.)
-The Present Perfect Tense: (Students have conducted research projects on various scientific topics since last month.)
-The Present Perfect Progressive Tense: (She has been practising painting in the art club every weekend since October.)
-There is/There are: (There is a cafeteria in the school. There are many sports teams in this school including basketball and tennis teams.)
Functions of the Target Grammatical Structures in Use:

-Use of Passive Voice in Present Tenses for Daily Speech: Describing what happens to someone or something, not who does it.
-Use of “Question Tags” with Perfect Tenses: Checking information, confirming understanding and/or inviting agreement about actions completed.
Use of articles (a/an/the): Expressing non-specific or general items and specific or definite items.
Functions of the Background Grammatical Structures:
-Use of the Simple Present Tense: Expressing routines, habits, general truths, and facts.
-Use of the Present Progressive Tense: Indicating actions happening right now or ongoing activities.
-Use of the Present Perfect Tense: Expressing actions that started in the past and continue into the present or have an effect on the present.
-Use of the Present Perfect Progressive Tense: Expressing actions that began in the past and are still continuing, emphasising the duration.
-Use of “There is/There are”: Introducing existence or presence, specifying objects, people, or places in a location.
*About “Background Grammatical Structures in Use”:
The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute 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.
*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 of contents for this section is provided in the introduction to the whole English Language Curriculum.
Target Social Language Expressions in Use:
Rise and shine, time for school fun!
Let’s tidy up before we go home!
See you bright and early tomorrow!
School is over today.
Catch you later. Alligator!
Target Phonological Sounds in Use:
Consonants: k, l
Consonants: k: (/k/, silent /k/); l: (/ l/ /l/, silent /l/);
*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
ENG.5.9.L1	Students can get ready for the listening/watching-comprehension process for the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” carefully. (önceki haftalardan devam)
ENG.5.9.L2	Students can bring information about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” together through significant details and main components while listening (to)/watching it. (önceki haftalardan devam)
ENG.5.9.L3	Students can make meaning of/derive meaning from the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” through significant details by listening (to)/watching it carefully. (önceki haftalardan devam)
ENG.5.9.L4	Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” (önceki haftalardan devam)
ENG.5.9.P1	Students can select and use the target phonological elements of the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. (önceki haftalardan devam)
ENG.5.9.R1	Students can get ready for the reading-comprehension process about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”. (önceki haftalardan devam)
ENG.5.9.R2	Students can bring information about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.9.R3	Students can make meaning of / derive meaning from the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” by reading it carefully. (önceki haftalardan devam)
ENG.5.9.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.9.V1	Students can select and use the target vocabulary of the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.9.G1	Students can select and use the target grammatical elements of the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.9.W1	Students can get ready for the writing-expression process about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”. (önceki haftalardan devam)
ENG.5.9.W2	Students can understand the model/example for the writing task about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”. (önceki haftalardan devam)
ENG.5.9.W3	Students can organise a content for the assigned writing task on the current content “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” based on the model/example provided. (önceki haftalardan devam)
ENG.5.9.W4	Students can individually construct/form content for the assigned writing task on the current content “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.5.9.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” to communicate with other people. (önceki haftalardan devam)
ENG.5.9.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.9.S1	Students can get ready for speaking-expression process about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”. (önceki haftalardan devam)
ENG.5.9.S2	Students can use the model/example for producing verbal content about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”. (önceki haftalardan devam)
ENG.5.9.S3	Students can organise a new verbal content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.9.S4	Students can construct a new verbal content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.9.S5	Students can reorganise (reconstruct) and use information about the “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” to communicate with other people. (önceki haftalardan devam)
ENG.5.9.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” to communicate with other people in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will explore the diversity of school types, both locally and globally. They will begin by researching schools in different parts of the world and learn about their significant features, activities, and traditions. Next, they think about the clubs and activities of schools. They will compare these schools to their own school by focusing on extracurricular activities like sports, music, art, or science clubs. They will create a creative project, such as a blog, presentation including drawings, photographs, or facts about a school club they enjoy or would like to join. They will share their findings and ideas with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Kaynak: MEB ÇOKLU YABANCI DİL İNGİLİZCE (5-8. SINIF) TASLAK ÇERÇEVE YILLIK PLAN.xlsx (ÇYDEM 5) · https://tymm.meb.gov.tr/assets/file/coklu-yabanci-dil-egitim-modeli-ingilizce-yillik-planlar_20260902_114905_773.zip · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.