24. Hafta

22–26 Mart · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 10: Classroom Lıfe & Learnıng

KONU / METİN

Sub-themes: “Technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for technological classroom tools:
Verbs: To access, to download, to upload, to sign in, to sign out, to sign up, to search, to send, to text, to receive, to connect, to print, to click, to switch on, to switch off, to log in, to log out, to label. Nouns: A PC, a laptop, a printer, a server, a screen, a keyboard, a file, a homepage, a website, a webcam, a web page, a smartphone, a connection, 3d printer, a headset.
Vocabulary for learning activities:
Nouns: An assignment, pair work, group work, a role-play, brainstorming, a discussion, a question-answer session, a task, a presentation. Verbs: To take notes, to summarise, to analyse, to compare, to define, to solve a problem, to conclude, to participate, to share, to guess, to discuss.
Cardinal numbers: (500-1000)
Ordinal numbers: (50-100):
Target Grammatical Structures in Use:
-Passive Voice in Future Tenses for Daily Speech: (The homework will be finished by tomorrow morning).
Background Grammatical Structures in Use:
-The Simple Future Tense “Will”: (The IT workshop will start at 10:00 a.m. tomorrow.)
- “Be going to Future” Tense: (The students are going to sign up for a webinar on educational technology in the afternoon.)
-The Present Progressive Tense for the Future: (The teacher is printing the exam sheets for the next session at the moment.)
-The Simple Present Tense for the Future: (The new website for the online library opens next Monday.)
-Question Tags with Future Tenses: (You’re going to participate in an online quiz, aren’t you?)
- “Can” for Polite Requests: (Can you share your screen with us?)
- “Can” for Probability: (You can take notes on your mobile phone.)
Functions of the Grammatical Structures in Use:
-Use of Passive Voice in Future Tenses for Daily Speech: Emphasising the future action and its receiver rather than the doer.
Functions of the Background Grammatical Structures in Use:
-Use of the Present Progressive Tense for the Future: Describing fixed plans or arrangements that have already been decided.
-Use of the Simple Future Tense for the Future: Making predictions, promises, decisions made at the moment of speaking and/or to express future facts.
-Use of The Simple Present Tense for the Future: Describing scheduled or timetabled events, particularly those related to fıxed arrangements.
-Use of the “Be going to Future Tense”: Expressing plans, intentions, or predictions based on evidence.
-Use of “Question Tags” with Future Tenses: Confirming future actions.
-Use of “Can” for Polite Requests: Making polite requests in the context of classroom life and learning.

-Use of “Can” for Probability: Expressing probability in the context of classroom life and learning.
*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:
Can you give me a hand (with this question)?
You nailed it! High five!
Yay! I got it right!
Work smarter, not harder!
I’m a quick study!
Target Phonological Sounds in Use:
Consonants: m, n
Consonants: m; (/ m/, /m/); n: (/ n/, /n/, silent /n/)
*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.5.10.L1	Students can get ready for the listening /watching-comprehension process for the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” carefully. (önceki haftalardan devam)
ENG.5.10.L2	Students can bring information about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” together through significant details and main components while listening(to)/watching it. (önceki haftalardan devam)
ENG.5.10.L3	Students can make meaning of/derive meaning from the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” through significant details by listening(to)/watching it carefully. (önceki haftalardan devam)
ENG.5.10.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 “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal

Kod	Öğrenme çıktısı
	numbers” (önceki haftalardan devam)
ENG.5.10.P1	Students can select and use the target phonological elements of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” 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.5.10.R1	Students can get ready for the reading-comprehension process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. (önceki haftalardan devam)
ENG.5.10.R2	Students can bring information about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.10.R3	Students can make meaning of / derive meaning from the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by reading it carefully. (önceki haftalardan devam)
ENG.5.10.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.10.V1	Students can select and use the target vocabulary of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.10.G1	Students can select and use the target grammatical elements of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.10.W1	Students can get ready for the writing-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. (önceki haftalardan devam)
ENG.5.10.W2	Students can understand the model/example for the writing task about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. (önceki haftalardan devam)
ENG.5.10.W3	Students can organise a content for the assigned writing task on the current content “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” based on the model/example provided. (önceki haftalardan devam)
ENG.5.10.W4	Students can individually construct/form content for the assigned writing task on the current content “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. (önceki haftalardan devam)
ENG.5.10.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people. (önceki haftalardan devam)
ENG.5.10.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.10.S1	Students can get ready for speaking-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” (önceki haftalardan devam)
ENG.5.10.S2	Students can use the model/example for producing verbal content about the current content on “classroom

Kod	Öğrenme çıktısı
	life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” (önceki haftalardan devam)
ENG.5.10.S3	Students can organise a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.10.S4	Students can construct a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.10.S5	Students can reorganise (reconstruct) and use information about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people. (önceki haftalardan devam)
ENG.5.10.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” 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 take on the role of “Classroom Tour Guides” and create a detailed, creative tour experience for their classmates. In this project, each student or group will design a tour booklet, video, or live presentation that are related to different parts of their classroom life. They will act as guides to highlight technological tools like computers, Smart Boards, and headphones explaining how each tool helps students learn things. They will also share their favourite learning activities and describe why they enjoy those activities. Additionally, they can work with cardinal numbers (500-1000) and ordinal numbers (50-100) by creating fun number challenges, scavenger hunts, and/or ranking activities around the classroom. The tour experience should include drawings, photographs or short stories for making it interactive, informative, and full of surprises for their audience. 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.