4. Hafta

5–9 Ekim · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 1: School Lıfe

KONU / METİN

Sub-themes: “School rules; people, roles and responsibilities at school; school routines; national days and celebrations”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for school rules: Verbs: To arrive at school on time, to bring (pens, books, etc.), not to bring food or drink into the classroom, not to bully, to follow safety instructions, to help new students, to raise your hand before you speak, to speak kindly (to your teacher and classmates), to throw (your rubbish in the bin), not to run in the corridor (hallway-AmE), not to shout, to obey rules, not to make noise in the library.
Vocabulary for people at school: Nouns: A boy, a caretaker, a child, children, a classmate, a cleaner, a friend, a girl, a headmaster/headmistress (principal-AmE), a headteacher, a librarian, a man, a parent, a pupil, student, a school nurse, a teacher, a woman, a counsellor (counselor-AmE).
Vocabulary for roles and responsibilities at school: Verbs: To ask questions, to attend (meetings), to do tasks, to enjoy learning, to follow (instructions), to guide (their child), to learn, to manage (the classroom), to offer support, to organise books, to participate in (activities), to give health advice, to support classmates, to take care of (students’ health), to give medical advice, to take care of the building.
Vocabulary for school routines: Verbs: To arrive (at school), to borrow (a book), to check (your timetable), to clean (the board), to enter (school/classroom), to follow (the teacher’s instructions), to go to (the library/canteen), to have a break (recess-AmE), to help (a teacher/a friend), to help (a teacher), to leave (school/classroom), to play in the garden (yard-AmE), to take (notes), to stand (in line), to turn on/off (the light/computer), to use the toilets (restrooms-AmE), to walk in the corridor (hallway-AmE), to study for exams.
*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 Grammatical Structures in Use:
-The Simple Present Tense (Positive, Negative, Interrogative forms): (Everyone wears a uniform at school. Students arrive at school at 8:00 am.)
- Modal "Can" for Permission: (You can't bring food or drink into the classroom. Can I use the computer for my research project?)
-Modal "Must" for Obligation and Prohibition: (Students must bring their books, notebooks, pencils to class.)
-Personal Pronouns: (I arrive at school on time every day. We participate in school events and activities.)
-Wh- questions (who-when-what): (When do you arrive at school in the morning?)
-Articles (a, an, the): (We have a break at 10:30 a.m. at school every day.)
Background Grammatical Structures in Use:
-To be: Present: (Punctuality is important at school.)
-Imperatives: (Do not bully others. Follow the instructions carefully.)
Functions of the Target Grammatical Structures in Use:
-Use of Imperatives: Giving commands.
-Use of The Simple Present Tense: Describing routines, facts, habits, general truths, and permanent situations.
-Use of "Can" for Permission: Asking or giving permission.
-Use of "Must" for Obligation and Prohibition: Expressing obligations or rules.
-Use of Personal Pronouns: Indicating who is involved in the action, possession, and/or other relationships in a sentence.
-Use of wh- Questions (who-when-what): Asking about things, actions, ideas, a time of an event, about people in an action.
-Use of Articles (a, an, the): Referring to a specific or non-specific nouns.
Functions of the Background Grammatical Structures in Use:
-Use of "To be": Present: Expressing a state, a condition, an identity or a location.
-Use of Imperatives: Giving commands.
Target Social Language Expressions in Use:
Please! No chewing gum in class!
Our school always puts on a show for important days!
We had a blast at our school celebration!
Target Phonological Sounds in Use:
-Intonation of positive statements
*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.5.1.L1	Students can get ready for the listening/watching-comprehension process for the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" carefully.
ENG.5.1.L2	Students can bring information about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" together through significant details and main components while listening/watching it.
ENG.5.1.L3	Students can make meaning of/derive meaning from the current content on "school life with people, places

Kod	Öğrenme çıktısı
	and rules at school; school clubs; countries; national days and celebrations” through significant details by listening/watching it carefully.
ENG.5.1.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 with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.P1	Students can select and use the target phonological elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.1.R1	Students can get ready for the reading-comprehension process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.R2	Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.1.R3	Students can make meaning of / derive meaning from the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by reading it carefully.
ENG.5.1.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” in relation to themselves or others, both individually and/or with others.
ENG.5.1.V1	Students can select and use the target vocabulary of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.1.G1	Students can select and use the target grammatical elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.1.W1	Students can get ready for the writing-expression process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.W2	Students can understand the model/example for the writing task about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.W3	Students can organise a content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations” based on the model/ example provided.
ENG.5.1.W4	Students can individually construct/form content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate with other people.
ENG.5.1.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” in relation to themselves or others, both individually and/or with others.
ENG.5.1.S1	Students can get ready for speaking-expression process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.S2	Students can use the model/example for producing verbal content about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.
ENG.5.1.S3	Students can organise a new verbal content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by speaking accurately, efficiently, and authentically.

Kod	Öğrenme çıktısı
ENG.5.1.S4	Students can construct a new verbal content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by speaking accurately, efficiently, and authentically.
ENG.5.1.S5	Students can reorganise (reconstruct) and use information about the “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate with other people.
ENG.5.1.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate with other people in relation to themselves or others, both individually and/or with others.

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will work on a project titled “My School Life” that focuses on school rules, the roles and responsibilities of people at school, and daily school routines. They will create a colourful poster or a short video showing the important rules they follow at school, describe the roles of teachers, students, and staff, and explain their daily school schedule using simple sentences and drawings or pictures. The project should focus on how everyone works together to make the school a happy and safe place. Students will present their projects to 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.