7. Hafta

26–30 Ekim · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 2: Classroom Lıfe

KONU / METİN

Sub-themes: “Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for classroom rules: Verbs: To ask for help, to attend lessons, to arrive on time, to be kind and helpful, to be ready, to do (your) best, to keep the classroom tidy, not to leave rubbish (trash-AmE), to share (ideas).
Vocabulary for classroom instructions: Check (your) answers, please! Finish the exercise, please! Let’s return to (your) seats, please. Listen carefully, please! Look at the screen, please! Pack your things, please! Pair up with (your) peer/partner/friend, please! Read this, please! Turn to your peer, please! Write this down, please! Work quietly, please!
Vocabulary for roles in the classroom: Nouns: A counsellor (counselor-AmE), a helper, a monitor, an assistant.
Vocabulary for responsibilities in the classroom: To be on time, to do homework, to follow the rules, to listen to the teacher, to study for exams, to take notes, to take care of class objects, to decide on duties.
Vocabulary for daily routines in the classroom: To enter, to take (your) seat, to stand up, to clean (your) desk, to leave the classroom, to return to the classroom, to study alone/individually.
Vocabulary for study routines in the classroom: Verbs: To listen to the teacher, to raise (your) hand, to talk to (your) classmates, to take notes, to copy from the board, to work in groups/pairs, to finish (your) task, to do practice, to match the words/pictures, to complete the worksheet, to present (your) work, to give examples, to discuss in pairs/groups, to repeat after the teacher.
Vocabulary for school subjects: Information Technology (IT), Religion and Ethics, Visual Arts, Tales and Legends, English Reading, Robotic Coding.
Vocabulary for timetables: Verbs: To attend a class, to change (a lesson time), to organise (a timetable), to plan, to review (the timetable), to remind. Nouns: Subjects, lesson (class-AmE), start, finish, first lesson/(class/period-AmE), last lesson/(class/period-(AmE), break time.
Vocabulary for cardinal numbers: 100-500
Vocabulary for ordinal numbers: 1-50
Target Grammatical Structures in Use:
-Question Tags with the Simple Present Tense: (The teacher plans the schedule every week, doesn’t she?)
-There is/are: (There is an assistant in the lab now.)
- “Shall” for Polite Requests: (Shall we start our lesson in ten minutes?)
-Object Pronouns: (The teacher asks us to take our seats before the class starts.)
-Demonstrative Pronouns: (This is the worksheet we should complete in the Visual Arts class.)
-Adverbs of frequency: (Students always raise their hands before they ask questions in the classroom.)
-“Have to” for Obligation (Present): (You have to take care of class objects.)
-Wh- Questions (What time): (What time does the Visual Arts workshop begin?)
Background Grammatical Structures in Use:
-Imperatives: (Take notes during the Information Technology lesson and review them at home.)

Functions of the Target Grammatical Structures in Use:
-Use of The Simple Present Tense: Describing the responsibilities of different roles in the classroom and daily routines and study routines in a classroom.
-Use of “Question Tags” with the Simple Present Tense: Confirming general truths, actions or habits.
-Use of “There is/are”: Expressing the presence of something or somebody.
-Use of “Shall” for Polite Requests: Making polite offers, suggestions, or requests, often in formal or traditional contexts.
-Use of Object Pronouns: Replacing nouns that receive the action in a sentence.
-Use of Demonstrative Pronouns: Replacing nouns to indicate specific things.
-Use of Adverbs of Frequency: Expressing the frequency of actions or events.
-“Use of Have to/ Has to” for Obligation (Present- Past): Describing general and impersonal obligation resulting from a fact or a rule in the past or at present.
-Use of Wh- Questions (What time): Asking about time of actions.
Functions of the Background Grammatical Structures:
-Use of Imperatives: Giving instructions.
*About “Background Grammatical Structures in Use”:
The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute 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 scaffholded 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:
That’s fantastic!
Can I be excused?
Sorry, I don’t get it! Could you explain again?
Can we take a break!
I’m stuck on this English problem!
Target Phonological Sounds in Use:
-Intonation of negative 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.5.2.L1	Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” carefully. (önceki haftalardan devam)
ENG.5.2.L2	Students can bring information about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” together through significant details and main components while listening/watching it. (önceki haftalardan devam)
ENG.5.2.L3	Students can make meaning of/derive meaning from the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” through significant details by listening/watching it carefully. (önceki haftalardan devam)
ENG.5.2.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 with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)
ENG.5.2.P1	Students can select and use the target phonological elements of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” 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.5.2.R1	Students can get ready for the reading-comprehension process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)
ENG.5.2.R2	Students can bring information about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.2.R3	Students can make meaning of / derive meaning from the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by reading it carefully. (önceki haftalardan devam)
ENG.5.2.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.2.V1	Students can select and use the target vocabulary of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.2.G1	Students can select and use the target grammatical elements of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.2.W1	Students can get ready for the writing-expression process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)
ENG.5.2.W2	Students can understand the model/example for the writing task about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)
ENG.5.2.W3	Students can organise a content for the assigned writing task on the current content “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” based on the model/example provided. (önceki haftalardan devam)
ENG.5.2.W4	Students can individually construct/form content for the assigned writing task on the current content “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.5.2.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people. (önceki haftalardan devam)
ENG.5.2.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.2.S1	Students can get ready for speaking-expression process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)
ENG.5.2.S2	Students can use the model/example for producing verbal content about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. (önceki haftalardan devam)
ENG.5.2.S3	Students can organise a new verbal content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.2.S4	Students can construct a new verbal content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.2.S5	Students can reorganise (reconstruct) and use information about the “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people. (önceki haftalardan devam)
ENG.5.2.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” 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 imagine that they are reporters writing a special article about their classroom life. They will describe their classroom rules, their daily and study routines, and the roles and responsibilities of their classmates. Students will include what subjects they study during the week and talk about their timetable. They will use some cardinal numbers (100-500) to describe the number of books or pencils in their classroom and some ordinal numbers (1-50) to talk about activities, such as, “Our first activity is reading, and our fifth activity is science”. Students will make their article colourful and creative by drawing a picture of their classroom and labelling it with words such as “teacher’s desk”, “bookshelf”, and “calendar” etc. Finally, they will give their article a title, such as “My Fantastic Classroom Life!” The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

BELİRLİ GÜN VE HAFTALAR

29 October,
Republic Day

NOTLAR

- 29 Ekim Perşembe: Cumhuriyet Bayramı
- 28 Ekim: Cumhuriyet Bayramı arifesi (13.00'ten sonra tatil)

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.