# 11. Hafta

30 Kasım – 4 Aralık · 1. dönem · 3 ders saati

TEMA / ÜNİTE

## Theme 2: Classroom Lıfe

KONU / METİN

Sub-Themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for classroom rules and language: Nouns: Rubbish (trash-garbage-AmE), attention, (no) running.
Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), to leave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly.
Vocabulary for school subjects: Maths, Turkish, Science, Social Studies, Foreign Language, English, Religion
and Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama.
Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend, morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish.
Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can -AmE), a (smart)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board marker, a pencil case, a (school)
material, a sheet, a notebook (exercise book-AmE), a desk.
Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
Vocabulary for time: Half past, to, past, o'clock, quarter, a minute.
Vocabulary for numbers 50-100: From 50 to 100.
Target Grammatical Structures in Use:
-The Simple Present Tense: (We have got an Art class every Wednesday.)
-There is/are: (There is a new student in the class. There are fifty students in my class.)
-Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?)
-"To Be" for Time (What time is it?): (What time is it? It is half past four.)
-Wh questions (What time..?): (What time does the English class start?)
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 "There is/There are": Expressing the presence of something or somebody.
-Use of Object Pronouns: Replacing nouns that receive the action in a sentence.
-Use of "To Be" for time (What time is it?): Telling the time.
-Use of "Wh- questions" (What time..?): Asking about time of actions.
*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 in Use:
Make the grade if you want to join the Sports Club!
Don't skip the lesson! (Please don't cut the class!)
Give me a hand for this homework!
I don't feel all right.
I'd love to.
Target Phonological Sounds in Use:
Intonation of negative statements.

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.<br>• a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.<br>• b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.<br>• c) Students make predictions about the current content on "classroom life" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.<br>• d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. |
| 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.<br>• a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.<br>• b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. |
| 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.<br>• a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.<br>• b) Students make important and necessary classifications in the current content that help them to understand it better with details.<br>• c) Students make important and necessary comparisons in the current content that help them to understand it better with details.<br>• d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.<br>• e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.<br>• f) Students construct the meaning of the current content in detail through the classifications/ comparisons/ inferences made earlier in relation to it.<br>• g) Students internalise the current content in an individualised and appropriate way according to age and language level. |
| 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 |

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| | classroom rules and language; school subjects; timetables; classroom objects; days of the week; time".<br>• a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.<br>• b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. |
| 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.<br>• a) Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.<br>• b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.<br>• c) Students recognise the target phonological elements of the current content when they are heard in different contexts.<br>• d) Students 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.<br>• e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others. |
| 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".<br>• a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.<br>• b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.<br>• c) Students make significant preliminary predictions about the current content based on recognised relationships.<br>• d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. |
| 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.<br>• a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.<br>• b) Students read the current content to scan the major components silently and quickly with the help of the clues provided.<br>• c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. |
| 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.<br>• a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.<br>• b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.<br>• c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.<br>• d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.<br>• e) Students make meaningful inferences from the information in the current content by examining it carefully.<br>• f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. |
| ENG.5.2.R4 | Students can convey their knowledge, experiences, thoughts, and feelings related to the reading- |

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| | 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.<br>• a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.<br>• b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.<br>• c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. |
| 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.<br>• a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition.<br>• b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.<br>• c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.<br>• d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.<br>• e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.<br>• f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.<br>• g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others. |
| 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.<br>• a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively.<br>• b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.<br>• c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.<br>• d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.<br>• e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.<br>• f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.<br>• g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.<br>• h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.<br>• i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.<br>• j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. |
| ENG.5.2.W1 | Students can get ready for the writing-expression process about the current content on “classroom life with |

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| | classroom rules and language; school subjects; timetables; classroom objects; days of the week; time".<br>• a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.<br>• b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. |
| 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".<br>• a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. |
| 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.<br>• a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.<br>• b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.<br>• c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. |
| 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".<br>• a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.<br>• b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.<br>• c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/ or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.<br>• d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. |
| 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.<br>• a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.<br>• b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. |
| 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.<br>• a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.<br>• b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.<br>• c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities. |
| 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".<br>• a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. |
| 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". |

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| | • a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/ written elements. |
| 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.<br>• a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example.<br>• b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.<br>• c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.<br>• d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.<br>• e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. |
| ENG.5.2.S4 | |
| 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.<br>• a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.<br>• b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. |
| 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.<br>• a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.<br>• b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others. |

### ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

### BELİRLİ GÜN VE HAFTALAR

3 December,
International Day of Persons with Disabilities

### NOTLAR

- ENG.5.2.S4 için resmî çıktı metni eşleştirilemedi.

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 5) · 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.