4. Hafta

5–9 Ekim · 1. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 1: School Lıfe & Educatıon

KONU / METİN

SCHOOL LIFE & EDUCATION
Sub-theme: School rules; people, roles and responsibilities at school; school routines; national and religious
days, festivals, and celebrations
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for competitions, events, and celebrations at school:
Nouns: An agency, a debate, a defeat, defence, a failure, a finalist, a mission, motivation, a goal, an obstacle, a
peer, a pitch, a proposer, a referee, a reward, registration, a rehearsal, a replay, an opponent, a semi-finalist, a slogan, a spectator, a tournament, a victory, a challenge, a committee. Verbs: To oppose, to accompany, to
cancel, to defeat, to register, to reward, to overcome, to shoot, to assign, to participate. Adjectives: Festive, opposing, offensive, amusing, charming, miserable, well-argued, rewarding.
Vocabulary for making schools better places:
Nouns: Accessibility, aid, discipline, diversity, infrastructure, joy, leadership, mentorship, a permit, a procedure, silence, disappointment, an animation, output, confusion, conservation. Verbs: To aid, to enhance, to implement, to innovate, to inspire, to obey, to permit, to redesign, to prioritise, to transform, to distract, to encourage. Adjectives: Engaging, motivating, diverse, inspiring, effective, competitive. Adverbs: Thoughtfully.
Target Grammatical Structures in Use:
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-The Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) versus The Present Progressive Tense: (I always study for my exams very hard. I am studying for the English
exam right now).
-Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): (Participants always follow the rules
of the competition).
- “May and Might” for Polite Requests: (May I participate in the competition as a finalist this year?).
- “Can and Could” for Polite Requests: (Can you please help me with the decoration? Could we change the infrastructure for better accessibility for participants?)
-Question Tags: (You want to watch the final match, don’t you?)
-Articles and Quantifiers (a, an, the, zero article, one): (I need a volunteer to assist with the decorations).
- “Shall” for Polite Requests: (Shall we review the rules before the final debate begins?).
Functions of the Grammatical Structures in Use:
-Use of the Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: Discriminating regular actions, general truths, or habits and ongoing actions or situations.
-Use of Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): Describing the frequency of

an action, state, or event.
-Use of “May and Might” for Polite Requests: Making polite requests.
-Use of “Can and Could” for Polite Requests: Making polite requests.
-Use of “Question Tags”: Confirming positive or negative ideas.
-Use of “Articles and Quantifiers” (a, an, the, zero article, one): Defining the specificity, generality and amount
of nouns.
-Use of “Shall” for Polite Requests: Making polite requests.
*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 for this section is provided in the introduction to the whole English Language Curriculum.
Target Phonological Sounds in Use:
Our headmaster manages our school by the book!
Let’s study hard and ace all tests at school!
We’re in the right state before the debate!
Stop messing around! We’ve got a lot of work to do for the competition.
Target Phonological Aspects and 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.6.1.L1	Students can get ready for the listening/watching-comprehension process for the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” carefully.
ENG.6.1.L2	Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” together through significant details and main components while listening/watching it.
ENG.6.1.L3	Students can make meaning of/derive meaning from the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through significant details by listening/watching it carefully.
ENG.6.1.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 roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.P1	Students can select and use the target phonological elements of the current content about “school life with roles, and responsibilities at school; school routines; 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.

Kod	Öğrenme çıktısı
ENG.6.1.R1	Students can get ready for the reading-comprehension process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.R2	Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.6.1.R3	Students can make meaning of / derive meaning from the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” by reading it carefully.
ENG.6.1.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.
ENG.6.1.V1	Students can select and use the target vocabulary of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.1.G1	Students can select and use the target grammatical elements of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.1.W1	Students can get ready for the writing-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.W2	Students can understand the model/example for the writing task about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.W3	Students can organise a content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations” based on the model/example provided.
ENG.6.1.W4	Students can individually construct/form content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people.
ENG.6.1.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.
ENG.6.1.S1	Students can get ready for speaking-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.S2	Students can use the model/example for producing verbal content about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.
ENG.6.1.S3	Students can organise a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.
ENG.6.1.S4	Students can construct a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.
ENG.6.1.S5	Students can reorganise (reconstruct) and use information about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people.
ENG.6.1.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with roles, and responsibilities at school; school routines; 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 create a project plan describing a special event to improve

school life. They will write the name of the event, its activities, and its positive impact on the school community. For example, they can write about organising a sports competition, a music concert, or a drama festival, writing details about how it will make a school a more enjoyable and friendly place. Students will also design a creative cover for their project to match their theme and present their ideas 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 6) · 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.