8. Hafta

2–6 Kasım · 1. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 2: Classroom Lıfe & Learnıng

KONU / METİN

CLASSROOM LIFE & LEARNING
Sub-themes: Preferences for learning activities; preferences for learning technologies
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for preferences for learning activities:
Nouns: An illustration, a concept, brainstorming, an exploration, feedback, a principle, a rhythm, an evaluation, necessity, a preference, creativity, preparation, a reward, a mission, a partnership, an objective, an optimist. Verbs: To accomplish, to adapt, to boost, to brainstorm, to cope, to clarify, to establish, to evaluate, to fulfil, to hesitate, to outline, to pursue, to secure, to seek. Adjectives: Reflective, visual, memorable, satisfied. Adverbs: Commonly, essentially.
Vocabulary for preferences for learning technologies:
Nouns: Courage, feedback, a monitor, a mouse pad (mat-AmE), an instruction, a bug, a folder, a webcam, a touchscreen, volume, a database, electronics, a password, an interaction, an innovation, popularity, accessibility, practicality. Verbs: To edit, to install, to inform, to navigate, to personalise, to select, to monitor. Adjectives: Efficient, willing, virtual, super, technological, flexible, innovative, complicated, limited, handheld, user-friendly, immersive, cutting edge. Adverbs: Efficiently.
Target Grammatical Structures in Use:
-The Simple Present Tense for the Future: (The teacher clarifies the rules of the competition at the beginning
of the lesson tomorrow).
-The Present Progressive for the Future: (They are accomplishing their goals by the end of the week).
-The Present Progressive Tense with “Always”: (She is always adapting to new challenges with a reflective mindset.).
-Question Tags with the Simple Present Tense for the Future and The Present Progressive Tense for Future:
(The school organises an evaluation session tomorrow, doesn’t it?) (The school is organising an evaluation
session tomorrow, isn’t it?)
-Adjectives with “-ed and -ing”: (The rewarding experience made the participants feel truly fulfilled).
-Correlative Conjunctions: (“Either”, “Neither) and Elliptical Responses: “So do I”, “I hope so”, etc.) (Neither the
preparation nor the brainstorming boosts maximum creativity without teamwork).
*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 Social Language in Use:
Don't let your mind wander but focus! Take turns and play fair!
The other team is out of our league!
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.
Functions of the Grammatical Structures in Use:
-Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans.
-Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided.
-Use of the Present Progressive Tense with "always": Describing actions that cause irritation.
-Use of "Question Tags" for related tenses: Confirming or clarifying information.
-Use of "Adjectives" with "-ed vs -ing" ending: -ing: Describing the thing or situation that causes the feeling. With -ed: Describes how a person feels as a result of that thing or situation.
-Use of "Correlative Conjunctions (either, neither)": Describing two alternatives or a negative choice between
two alternatives.
-Use of Elliptical responses (So do I, I hope so etc.): Giving brief answers in a conversation to avoid unnecessary repetition.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
ENG.6.2.L1	Students can get ready for the listening/watching-comprehension process for the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" carefully.
ENG.6.2.L2	Students can bring information about the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" together through significant details and main components while listening/ watching it.
ENG.6.2.L3	Students can make meaning of/derive meaning from the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" through significant details by listening/watching it carefully.
ENG.6.2.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 daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50".
ENG.6.2.P1	Students can select and use the target phonological elements of the current content about "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.6.2.R1	Students can get ready for the reading-comprehension process about the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50".
ENG.6.2.R2	Students can bring information about the current content on "classroom life with daily and study routines;

Kod	Öğrenme çıktısı
	learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.6.2.R3	Students can make meaning of / derive meaning from the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” by reading it carefully.
ENG.6.2.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others.
ENG.6.2.V1	Students can select and use the target vocabulary of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.2.G1	Students can select and use the target grammatical elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.2.W1	Students can get ready for the writing-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.
ENG.6.2.W2	Students can understand the model/example for the writing task about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.
ENG.6.2.W3	Students can organise a content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided.
ENG.6.2.W4	Students can individually construct/form content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.
ENG.6.2.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people.
ENG.6.2.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others.
ENG.6.2.S1	Students can get ready for speaking-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.
ENG.6.2.S2	Students can use the model/example for producing verbal content about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.
ENG.6.2.S3	Students can organise a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically.
ENG.6.2.S4	Students can construct a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically.
ENG.6.2.S5	Students can reorganise (reconstruct) and use information about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to

Kod	Öğrenme çıktısı
	communicate with other people.
ENG.6.2.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people in relation to themselves or others, both individually and/or with others.

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.