# 4. Hafta

5–9 Ekim · 1. dönem · 3 ders saati

TEMA / ÜNİTE

## Theme 1: School Lıfe

KONU / METİN

Sub-themes: Roles, and responsibilities at school; school routines; national days and celebrations
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for roles, and responsibilities at school:
Nouns: A permission, a leader, a manner, a guide, a celebration, an interview, a celebration, a festival, a school ceremony, an assembly, a speech.
Verbs: To support, to lead, to care, to volunteer, to celebrate.
Adjectives: Helpful, successful, keen.
Adverbs: Carefully, willingly, cheerfully.
Vocabulary for school routines:
Nouns: An instruction, a listener, a term, a follow-up, a ceremony, national anthem, a parade, a flag.
Verbs: To enter, to greet, to pack, to pass, to fail, to try, to follow.
Adjectives: Later, soon.
Adverbs: Before, regularly.
*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.
Background Grammatical Structures in Use:
-Articles (a/an/the): (A leader, an instruction, the permission)
-Imperatives: (Enter the classroom quietly).
-Personal pronouns: (He listens carefully to the teacher’s instructions).
-There is/There are: (There is a leader in every group. There are instructions written on the board).
-Wh- questions (who-when-what-where): (Who is the leader of the class? Where do we enter the building?)
Target Grammatical Structures in Use:
-The Present Simple Tense: (A leader always cares for the team).
-Adverbs of frequency: (Students often greet their teachers before entering the class).
-Object pronouns: (The teacher supports them in their work).
Functions of the Grammatical Structures in Use:
-Use of articles (a/an/the): Expressing non-specific or general items and specific or definite items.
-Use of imperatives: Giving commands.

-Use of The Present Simple Tense: Expressing routines, habits, general truths, and facts.
-Use of adverbs of frequency: Expressing the frequency of actions or events.
-Use of personal pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence.
-Use of there is/there are: Introducing existence or presence, specifying objects, people, or places in a location. -Use of wh- questions (who-when-what-where): Asking about things, actions, ideas, a time of an event,
about people in an action.
Use of object pronouns: Replacing nouns that receive the action in a sentence.
Target Social Language in Use:
She's such a team player during all school projects!
You need to work harder to make the grade!
The choir is always in the spotlight during the Republic Day celebrations!
Target Phonological Sounds in Use:
Intonation of positive statements

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

| Kod | Öğrenme çıktısı |
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| 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.<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 "school 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.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.<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.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.<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.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 |

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| | responsibilities at school; school routines; national days and celebrations".<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.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.<br>• a) Students listen 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.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".<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.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.<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.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.<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.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; |

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| | school routines; national days and celebrations” 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.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.<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) Students repeat 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.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.<br>• a) Students become 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.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”.<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. |

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| | • 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.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”.<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.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.<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.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”.<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.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.<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.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.<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.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”.<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.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”.<br>• a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/ written elements. |
| 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.<br>• a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared |

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| | 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.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.<br>• a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.<br>• b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.<br>• c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.<br>• d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. |
| **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.<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.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.<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: Students will prepare a poster about their daily routines at school. First, they will write sentences describing their daily routines at school. Then, they will write these sentences on a paper and add some details such as photos, pictures, drawings etc. Finally, they will present their posters in the class and display them on the classroom bulletin board. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 6) · 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.