8. Hafta

2–6 Kasım · 1. dönem · 5 ders saati

TEMA / ÜNİTE

Theme 2: Classroom Lıfe & Learnıng

KONU / METİN

Sub-themes: “Challenges in the classroom and improving classroom environment; pros and cons of online
learning and traditional learning”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for classroom challenges and improving the environment: Nouns: Disruption, engagement, focus, miscommunication, attention span, distraction, motivation, participation, conflict. Verbs: To resolve,
to manage, to prevent, to hinder, to encourage, to limit, to distract, to foster, to collaborate. Adjectives: Productive, disruptive, collaborative, stimulating, challenging, supportive, conducive, focused, inconsistent.
Vocabulary for online learning: Nouns: Virtual, digital platform, e-learning, remote, webinar, access, connectivity, screen time, technical issues. Verbs: To attend (online), to participate, to interact, to attend a webinar, to stream, to navigate. Adjectives: Interactive, flexible, convenient, isolating, impersonal, accessible,
time-saving, streamlined.
Vocabulary for traditional learning: Nouns: In-person, classroom setting, face-to-face interaction, peer feedback, lecture, discussion, hands-on. Verbs: To attend (in person), to engage, to participate, to present,
to brainstorm. Adjectives: Engaging, social, supportive, dynamic, structured, challenging, time-consuming, stimulating, inconsistent.
Vocabulary for comparison and analysis: Nouns: Pros and cons, advantages and disadvantages, benefits, drawbacks, effectiveness, efficiency, convenience, adaptability. Adverbs: Effectively, practically, responsively,
actively, consistently, substantially, ideally, remarkably, potentially, efficiently.
Target Grammatical Structures in Use:
Passive Voice of Modals: -Can for Probability: (You can be seen by the doctor if you are ill).-Could for Probability: (The lake could be seen from this point).-May, Might for Probability: (Rain might be expected later today). - “Could” for Deduction or Speculation: (The town could be located far from here). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t” for Obligation: (Staff meetings needn’t organised by him). - “Must” vs Have to: (She must be called for giving the news).- “Should” for Giving Advice: (This medicine shouldn’t be given to the old patient).- “Must/Can’t” for Deduction: (He can’t be employed as a chef). -The Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: (I was able to drive. I have been
able to drive).-Verbs Followed by Bare Infinitives such as “I’d rather, Had better”, etc.: (I’d rather study at home than go to the
library).-Verbs Followed by “To + Gerund” such as help, look forward, etc.: (I can’t help feeling excited about the new
project).-Verbs Followed by “Infinitives” such as think about, make me, hope, advise, manage, mind, etc.: (She advised me to take a break after the exam).

Background Grammatical Structures in Use:-Passive Voice of Modals: - “Can” for Probability: (I can come and see you if you like).- “Could” for Probability: (We could see the lake from this spot).- “May, Might” for Probability: (It might rain). - “Could” for Deduction or Speculation: (The lake could be far from here.). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t for Obligation: (You needn’t go to the staff meetings). - “Must vs Have to”: (I must phone her. I have some good news).- “Should” for Giving Advice: (You shouldn’t be here now).- “Must/Can’t” for Deduction: (She must be a chef. She can’t be a policeman).
Functions of Target Language Grammar in Use:
Use of Passive Voice with Modals: Expressing possibilities, obligations, permissions, or necessities in situations
where the focus is on the action or its receiver rather than the doer.
Use of the Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: Expressing past or present
ability to do something, often emphasising the achievement of specific tasks or situations.
Use of “Bare Infinitives” with Verbs like “I’d rather” and “Had better”: Expressing preferences, advice, or recommendations with a sense of urgency or immediacy.
Use of “To + Gerund” with Verbs like “help” and “look forward to”: Expressing actions or intentions with a focus on
anticipation, assistance, or ongoing activities.
Use of “Infinitives” with Verbs like “think about”, “make me”, “hope”, “advise”, “manage”, and “mind”: Expressing
thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome.
*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:
Think outside the box and find something different!
The project was finished behind closed doors!
I drew a blank when the teacher asked me a question!
We hit a brick wall while writing our story!
Target Phonological Sounds in Use:
a, b, c, d
Vowel: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɚ/)

Consonants: b, c, d
b: (/b/), silent /b/); c: (/si/, /k/, /t /, ǂ/, silent /c/); d: (/d/), silent /d/)*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.8.2.L1	Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.
ENG.8.2.L2	Students can bring together the information in the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.L3. Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.ENG.8.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to develop holistic and conscious pronunciation skills after recognising them in context.
ENG.8.2.R1	Students can prepare for reading the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” efficiently and effectively.ENG.8.2.R2. Students can bring information together about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through skimming, scanning and detailed reading.ENG.8.2.R3. Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.ENG.8.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.2.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W2. Students can analyse and understand a provided model to guide them in producing similar

Kod	Öğrenme çıktısı
	writing tasks related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W3. Students can construct new written content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” based on their understanding of the model(s) provided.ENG.8.2.W4. Students can practise producing written content based on the current theme “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W5. Students can engage in the process of writing related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to communicate effectively about it.ENG.8.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.ENG.8.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.S2. Students can analyse and understand the model content related to “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to support the production of spoken language.ENG.8.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.S4. Students can construct meaningful spoken content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through efficient and meaningful practice.ENG.8.2.S5. Students can reconstruct the information about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” when communicating with others.ENG.8.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” 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 take on the role of a teacher or student for common classroom challenges and for comparing traditional and online learning. They will describe some past experiences such as “I was able to sort out the issue” or “We have been able to engage students more effectively”. Students will discuss the pros and cons of each learning environment, for example, “Online learning might feel isolating” or “Traditional learning can be more interactive”. They will incorporate modals for deduction, saying things such as “The problem was solved by changing the seating” or “It must have been hard to focus online”. Finally, students will create a poster comparing both methods and present their findings, demonstrating their ability to use the grammar structures in a real-world context. 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 8) · 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.