11. Hafta

30 Kasım – 4 Aralık · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 4: Famıly Lıfe

KONU / METİN

Sub-themes: “Family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for family members: Nouns: An aunt, a child, a cousin, a dad, a daddy, a grandchild, a granddad, a granddaughter, a grandma, a grandpa, a grandparent, a grandson, a granny, a mum (mom-AmE), a mummy (a mommy-AmE), a nephew, a niece, a parent, a son, twin(s), an uncle, a brother, a sister.
Vocabulary for family members’ jobs: Nouns: An actor, an artist, a boss, a businessman, a businesswoman, a chemist (pharmacist-AmE), a coach, a cook, a customer, a dentist, a doctor (Dr), a driver, an engineer, an explorer, a farmer, a footballer, a journalist, an imam, a manager, a mechanic, a musician, a nurse, a pilot, a receptionist, a teacher.
Vocabulary for family members’ workplaces: Nouns: A cinema (movie theatre-AmE), a studio, a gallery, a company, a laboratory, a gym, a sports centre, a store, a hospital, a clinic, a truck, a factory, a construction site, a stadium, a newsroom, a garage, a concert hall, an airport, a hotel, a chemist’s (pharmacist’s-AmE).
Vocabulary for daily routines of family members: Verbs: To wake up early, to go to work, to start work, to check (emails or messages), to meet people, to use tools or equipment, to finish work, to rest at home.
Vocabulary for job routines of family members: Verbs: To act, to perform, to work (in an office), to train, to cook, to follow (recipes), to check (teeth), to treat, to design, to travel, to grow, to feed, to train, to interview (people), to write (news stories), to take (photos or videos), to fix (cars or machines), to write (songs), to sing, to help, to give (medicine), to take care of (patients), to fly, to protect, to catch, to welcome, to answer, to teach.
Vocabulary for different types of houses: Nouns: A caravan, a bungalow, a cabin, a cave house, a skyscraper, an apartment house/ a block of flats (block-AmE), a tiny house, countryside, seaside.
Vocabulary for parts of the house: Nouns: An attic, a basement, a garage, a guest room, a laundry room, stairs, a corridor (hallway-AmE), a patio, a porch, a storage room, a study (room), a game room, floor.
Target Grammatical Structures in Use:
-The Present Progressive Tense for the Future: (My aunt is visiting the studio tomorrow to see her latest paintings).
-The Simple Present Tense for the Future: (The plane leaves for New York at 9 a.m., and my uncle, the pilot, will fly it.)
-The Simple Future Tense: (My cousin will work as a doctor in a hospital after her graduation.)
-Be Going to Future Tense: (My dad is going to buy a bungalow near the beach next summer.)
-“Wh-Questions”: Where: (Where does your mum work?)
-Word Order with Adverbs: (My grandma always wakes up early to prepare breakfast for the family.)
-Conjunctions “When-While”: (I was cleaning the porch while my brother was organising the garage.)
-Reflexive Pronouns: (My sister is going to fix the cupboard herself without asking for help.)
Background Grammatical Structures in Use:
-The Simple Present Tense: (I always visit my grandparents every summer.)
-The Present Progressive Tense: (I am spending time with my grandma at the moment.)
Functions of the Target Grammatical Structures in Use:

Functions of the Grammatical Structures in Use:
-Use of the Present Progressive for Future: Describing planned future actions that are already arranged or decided.
-Use of the Simple Present for Future: Describing scheduled future events fixed with timetables or plans.
-Use of the Simple Future Tense: Expressing future decisions, predictions, or promises
-Use of “Be Going to Future” Tense: Indicating intentions, plans, or predictions based on evidence.
-Use of “Wh-Questions”: Where: Asking about a place or location.
-Use of the Word Order with Adverbs: Organising adverbs correctly to modify verbs, adjectives, or other adverbs.
-Use of the Conjunctions “When-While”: Linking actions or events to show timing or simultaneous actions.
-Use of the Reflexive Pronouns: Indicating that the subject and object of a verb are the same.
Functions of the Background Grammatical Structures:
-Use of the Simple Present Tense: Expressing routines, habits, and everyday actions.
-Use of the Present Progressive Tense: Describing the actions happening that are ongoing or temporary.
*About “Background Grammatical Structures in Use”:
The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.
*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 Expressions in Use:
I’m on top of the world!
I can’t wait to change the decoration of my room!
What’s wrong with you?
I’m just kidding!
I’m so tired!
Target Phonological Sounds in Use:
Vowel: a
Consonant: b
Vowel a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɒ/)
Consonant: b: (/b/), silent /b/
*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.5.4.L1	Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ routines; family members’ hobbies and activities” carefully.
ENG.5.4.L2	Students can bring information about the current content on “family life with family members’ routines; family members’ hobbies and activities” together through significant details and main components while listening/ watching it.
ENG.5.4.L3	Students can make meaning of/derive meaning from the current content on “family life with family members’ routines; family members’ hobbies and activities” through significant details by listening/watching it carefully.
ENG.5.4.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 “family life with family members’ routines; family members’ hobbies and activities”.
ENG.5.4.P1	Students can select and use the target phonological elements of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.4.R1	Students can get ready for the writing-comprehension process about the current content on “family life with family members’ routines; family members’ hobbies and activities”.
ENG.5.4.R2	Students can bring information about the current content on “family life with family members’ routines; family members’ hobbies and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.4.R3	Students can make meaning of / derive meaning from the current content about “family life with family members’ routines; family members’ hobbies and activities” by reading it carefully.
ENG.5.4.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ routines; family members’ hobbies and activities” in relation to themselves or others, both individually and/or with others.
ENG.5.4.V1	Students can select and use the target vocabulary of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.4.G1	Students can select and use the target grammatical elements of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.4.W1	Students can get ready for the writing-expression process about the current content on “family life with family members’ routines; family members’ hobbies and activities”.
ENG.5.4.W2	Students can understand the model/example for the writing task about the current content on “family life with family members’ routines; family members’ hobbies and activities”.
ENG.5.4.W3	Students can organise a content for the assigned writing task on the current content “family life with family members’ routines; family members’ hobbies and activities” based on the model/example provided.
ENG.5.4.W4	Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ routines; family members’ hobbies and activities”.
ENG.5.4.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ routines; family members’ hobbies and activities” to communicate with other people.
ENG.5.4.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ routines; family members’ hobbies and activities” in relation to themselves or others, both individually and/or with others.
ENG.5.4.S1	Students can get ready for speaking-expression process about the current content on “family life with family members’ routines; family members’ hobbies and activities”.
ENG.5.4.S2	Students can use the model/example for producing verbal content about the current content on “family life

Kod	Öğrenme çıktısı
	with family members' routines; family members' hobbies and activities".
ENG.5.4.S3	Students can organise a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically.
ENG.5.4.S4	Students can construct a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically.
ENG.5.4.S5	Students can reorganise (reconstruct) and use information about the "family life with family members' routines; family members' hobbies and activities" to communicate with other people.
ENG.5.4.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" 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 explore the jobs, work routines, and homes of their extended family members and create a fun and creative project to share with the class. They will first talk to their family members such as parents, grandparents, aunts, or uncles, cousins, and ask about their jobs and where they work. They will learn about what they do every day and the type of house they live in, such as an apartment, a house, or a farmhouse. Then, they will draw a family tree or map by showing each family member's job and workplace. They will add colourful pictures of the different types of houses they live in and include one interesting fact about their routines or homes. Finally, they will write a short story about a day in their family's life how everyone's work and daily routines connect by highlighting. They will present their project to the class. 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

Kaynak: MEB ÇOKLU YABANCI DİL İNGİLİZCE (5-8. SINIF) TASLAK ÇERÇEVE YILLIK PLAN.xlsx (ÇYDEM 5) · 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.