13. Hafta

14–18 Aralık · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 5: Lıfe In The Neıghbourhood & Cıty

KONU / METİN

Sub-themes: “Attractions and recreational places, services, and transportation in the neighbourhood and the city”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for attractions and recreational places in the neighbourhood & city: Nouns: An amusement park, a café, a castle, a cinema (movie theater-theater- AmE), a concert hall, a museum, a park, a shopping centre-shopping mall (mall-AmE), a sports stadium, a theatre. Adjectives: Amazing
Vocabulary for services in the neighbourhood and the city: An airport, a bakery, a bookstore (bookshop-AmE), a bus station, a department store, a fire station, a gas station (petrol station-AmE), a gallery, a hall, a hospital, a chemist’s (pharmacy, drugstore-AmE), a hotel, a library, a museum, a mosque, a post office, a railway station (train station-AmE), a store, a theatre (theatre-AmE), a train station.
Vocabulary for transportation tools in the neighbourhood and the city: An aeroplane (airplane-AmE), an ambulance, a boat, a car, a bus, a coach, a helicopter, a lorry (truck-AmE), a motorbike (motorcycle-AmE), a ship, a train, (the British) tube-an underground (subway-AmE), a van.
Vocabulary for transportation in the neighbourhood and the city: An airport, a bridge, a garage, a motorway (highway-AmE), a platform, a railway (railroad-AmE), a seat, a station, a stop.
Target Grammatical Structures in Use:
-The Simple Past Tense (was/were): (The library was quiet and peaceful yesterday.)
-The Simple Past Tense (Regular/Irregular Verbs): (She visited the zoo last weekend. They drove to the railway station early in the morning.)
-Question Tags: The Simple Past Tense: (You went to the shopping centre, didn’t you?)
-Gerunds & Infinitives (-ing, -ed): (Visiting the museum is my favourite weekend activity. I plan to go to the amusement park this summer.)
-Conjunctions (when-where-why): (I saw them when I visited the castle last week.)
-Compound sentences (where-when-whose-why-who-that): (The cinema was the place where we watched the new fılm.)
-Prepositions of place: (in front of, under, behind, among, beside, near, next to, between, -across, into, through, onto, out of, etc.): (The playground was behind the park in our neighbourhood.)
-Something, anything: (I found something very different at the art gallery.)
-Adjectives and adverbs (bad-badly): (She had a bad experience at the amusement park. He played the guitar badly during the concert at the concert hall.)
Background Grammatical Structures in Use:
-“Wh-Questions” (When-where-why: (Why did they build a new sports stadium in the city?)
- Prepositions of Place (at, in, on): (She is in the park now.)
-Prepositions of time: (I went to the supermarket on Saturday afternoon.)
Functions of the Target Grammatical Structures in Use:
-Use of the Simple Past Tense (was/were): Describing states or conditions that existed in the past.
-Use of the Simple Past Tense (regular/irregular verbs): Narrating completed actions or events that happened in the past.
-Use of “Question tags” with the Simple Past Tense): Confirming or seeking agreement about past actions

or events.
-Use of Gerunds and Infinitives: Expressing actions or states in different grammatical functions. Gerunds are used for more general activities while infinitives are used for a purpose or a specific occasion.
-Use of Conjunctions: Connecting clauses, phrases, or words to indicate relationships like time, place, or reason.
-Use of the Compound Sentences (where-when-whose-why-who-that): Combining ideas to provide additional details or context.
-Use of “Something, anything”: Referring to unspecified or general objects, actions, or ideas.
-Use of Adjectives vs. Adverbs (Bad-Badly): Differentiating between describing nouns (adjectives) and modifying verbs, adjectives, or other adverbs (adverbs).
Functions of the Background Grammatical Structures in Use:
-Use of “Wh-questions” (when-where-why): Asking for specific information about people, places, times, or reasons. Indicating specific times, locations, or reasons for actions or events.
-Use of Prepositions of Place (at, in, on, etc.): Indicating spatial relationships or positions of objects or people.
-Use of Prepositions of Time: Specifying when actions or events occur.
*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 scaffholded 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:
The museum is within walking distance from our house.
Come on, pick up the pace!
Let’s hop on the bus!
Don’t hop off the bus here!
Target Phonological Sounds in Use:
Consonants: c, d
Consonants: c: (/si/, /k/, /t /, /ʃ/, 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.5.5.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” carefully.
ENG.5.5.L2	Students can bring information about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” together through significant details and main components while listening/ watching it.
ENG.5.5.L3	Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” through significant details by listening/watching it carefully.
ENG.5.5.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 “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”.
ENG.5.5.P1	Students can select and use the target phonological elements of the current content about “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.5.R1	Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”.
ENG.5.5.R2	Students can bring information about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.5.R3	Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” by reading it carefully.
ENG.5.5.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” in relation to themselves or others, both individually and/or with others.
ENG.5.5.V1	Students can select and use the target vocabulary of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.5.G1	Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.5.W1	Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”.
ENG.5.5.W2	Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”.
ENG.5.5.W3	Students can organise a content for the assigned writing task on the current content “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” based on the model/example provided.
ENG.5.5.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”.

Kod	Öğrenme çıktısı
ENG.5.5.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” to communicate with other people.
ENG.5.5.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” in relation to themselves or others, both individually and/or with others.
ENG.5.5.S1	Students can get ready for speaking-expression process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”.
ENG.5.5.S2	Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city;different types of houses”.
ENG.5.5.S3	Students can organise a new verbal content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” by speaking accurately, efficiently, and authentically.
ENG.5.5.S4	Students can construct a new verbal content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” by speaking accurately, efficiently, and authentically.
ENG.5.5.S5	Students can reorganise (reconstruct) and use information about the “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” to communicate with other people.
ENG.5.5.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” 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 Creative Mini Book (paper or digital: they can use Web 2.0 tools or AI) titled “Family Life in My Neighbourhood and City. ”Each student will make a 5-6 page mini-book that shows different parts of family life in their local community. They will include photos, drawings, captions, and short stories to share what they experience. The mini-book will cover attractions like parks, cafes, gyms, and cinemas, services such as chemists, hospitals, markets, and transportation ways like buses, taxis, and the metro. Through this project, they will show how these things help their family enjoy, travel, and connect with the community. 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 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.