16. Hafta

4–8 Ocak · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 6: Lıfe In The World

KONU / METİN

Sub-themes: “Continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America.
Vocabulary for countries: Türkiye, England, Australia, Brazil, Canada, China, France, Germany, Ireland, Italy, Japan, New Zealand, Portugal, Russia, Spain, the USA, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan.
Vocabulary for nationalities and languages: Turkish/Turkish, English/English, Australian/English, Brazilian/Portuguese, Canadian/English, Chinese/Chinese (Mandarin), French/French, German/German, Irish/English, Italian/Italian, Japanese/Japanese, New Zealander/English, Portuguese/Portuguese, Russian/Russian, Spanish/Spanish, American/English, Azerbaijani Turkish/Azerbaijani Turkish, Uzbek/Turkish, Turkmen/Turkish, Turkish Cypriot/Turkish, Kazakh/Russian, Kyrgyz/Russian.
Vocabulary for different cuisines from the world (different dishes):
Fruits: A melon, a strawberry, a lemon, an orange, a pear, grapes. Vegetables: An onion, a garlic, a mushroom. Dairy: Cream. Grains & Baked goods: A toast. Meat: Steak. Desserts: Jam, a sweet (candy-AmE). Meals & dishes: An omelette (omelet-AmE), a snack, a meal. Drinks: a drink (beverage-AmE), a fizzy drink (soda-AmE), fruit juice.
Cooking: Verbs: To barbecue, to boil, to bake, to cook, to cut, to fry, to grill, to mix, to roast, to wash up. Kitchen tools: Nouns: A plate, a glass, a bowl, a cooker (stove-AmE). Adjectives: Delicious, sweet, boiled, fried, grilled, roasted. Dining context: A café, a chef.
Vocabulary for food festivals: Orange Blossom Festival (Türkiye), Aydın Fig Festival (Türkiye), Pizzafest (Italy), Dumpling Festival (Hong Kong), La Tomatina (Spain), Ikura Festival (Japan), Chocolate Festival (France), Maine Lobster Festival (Australia), The National Cherry Festival (the USA).
Verbs for food festivals: To celebrate, to join, to serve, to throw. Nouns for food festivals: A dumpling, a lobster, a cherry, a festival, a tradition, a dish, an event, sauce, a food stand, a crowd.
Target Grammatical Structures in Use:
-The Present Perfect Tense (How long? since, for, already, just, ever, never): (I have lived in the USA since 2015 and I have never seen a festival like the National Cherry Festival.)
-Superlative Adjectives (Regular, Irregular): (La Tomatina is the most exciting festival in Spain because everyone throws tomatoes at each other.)
-Quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): (There are many dishes at the Pizzafest in Italy.)
Background Grammatical Structures in Use:
-Comparative Adjectives (Regular and Irregular): (Is Orange Blossom Festival in Adana more enjoyable than other Festivals for you?)
-Countable & Uncountable: (I’ve eaten a melon and some pudding for breakfast.)
Functions of the Grammatical Structures in Use:
-Use of the Present Perfect Tense (how long? since, for, already, just, ever, never): Indicating recent action, experience, experience over time.

-Use of Superlative adjectives (regular, irregular): Describing the highest or lowest degree of something within a group or category.
-Use of quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): Indicating the amount or number of something.
Functions of the Background Grammatical Structures in Use:
-Use of Comparative Adjectives (Regular and Irregular): Describing comparisons between two people, things, places etc.
-Use of Countable & Uncountable: Expressing the amount of quantity of nouns if they can be counted as individual units or cannot be counted as separate units.
*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 have a sweet tooth and eat a lot of chocolate!
It’s the icing on the cake!
Each cuisine is a different kettle of fish!
Those sandwiches sell like hotcakes!
Target Phonological Sounds in Use:
Vowel: e Consonant: f
Vowel: e: (/e/; /i:/, /ə/, silent /e/)
Consonant: f: (/f/)
*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.5.6.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” carefully. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.5.6.L2	Students can bring information about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” together through significant details and main components while listening (to)/watching it. (önceki haftalardan devam)
ENG.5.6.L3	Students can make meaning of/derive meaning from the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” through significant details by listening/watching it carefully. (önceki haftalardan devam)
ENG.5.6.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 world with basic food types; ordering in a restaurant; food events in the city”. (önceki haftalardan devam)
ENG.5.6.P1	Students can select and use the target phonological elements of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. (önceki haftalardan devam)
ENG.5.6.R1	Students can get ready for the reading-comprehension process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. (önceki haftalardan devam)
ENG.5.6.R2	Students can bring information about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.6.R3	Students can make meaning of / derive meaning from the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” by reading it carefully. (önceki haftalardan devam)
ENG.5.6.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.6.V1	Students can select and use the target vocabulary of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.6.G1	Students can select and use the target grammatical elements of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.6.W1	Students can get ready for the writing-expression process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. (önceki haftalardan devam)
ENG.5.6.W2	Students can understand the model/example for the writing task about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. (önceki haftalardan devam)
ENG.5.6.W3	Students can organise a content for the assigned writing task on the current content “life in the world with basic food types; ordering in a restaurant; food events in the city” based on the model/example provided. (önceki haftalardan devam)
ENG.5.6.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”. (önceki haftalardan devam)
ENG.5.6.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people. (önceki haftalardan devam)
ENG.5.6.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” in relation to themselves or others, both individually and/or with others. (önceki

Kod	Öğrenme çıktısı
	haftalardan devam)
ENG.5.6.S1	Students can get ready for speaking-expression process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. (önceki haftalardan devam)
ENG.5.6.S2	Students can use the model/example for producing verbal content about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. (önceki haftalardan devam)
ENG.5.6.S3	Students can organise a new verbal content on “life in the world with basic food types; ordering in a restaurant; food events in the city” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.6.S4	Students can construct a new verbal content on “life in the world with basic food types; ordering in a restaurant; food events in the city” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.6.S5	Students can reorganise (reconstruct) and use information about the “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people. (önceki haftalardan devam)
ENG.5.6.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will imagine they are food festival organisers and create a poster for an international food festival called “Tastes of the World”. They will choose three countries from different continents and show their national dishes. Students will write the names of the countries, their continents, and the dishes they are famous for. For example, they might write: eg. Türkiye (Eurasia)-Stuffed peppers Italy (Europe)-Pizza, Japan (Asia)-Sushi, and Mexico (North America)-Tacos. They will decorate their posters with drawings or pictures and write a short invitation at the bottom, such as “Come and taste the delicious food from around the world!” Finally, students will present their posters to the class. 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.