26. Hafta

5–9 Nisan · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 11: Personal Lıfe & Well Beıng

KONU / METİN

Sub-themes: “Body parts; human illnesses and diseases; keeping good health”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for body parts:
Nouns: A head, a face, hair, a forehead, an eyebrow, an eyelash, an eye, an ear, a nose, a mouth, lips, a tongue, a tooth, teeth, a chin, a neck, shoulders, a chest, a back, an arm, a hand, fingers, a leg, a knee, an ankle, a foot, toes, heart, brain, a stomach.
Vocabulary for human illnesses and diseases:
Nouns: A patient, a cold, the flu, cough, a headache, stomach ache, sore throat, a backache, earache, allergy, allergic reaction, treatment, COVID-19, a patient, pain, a painkiller, an emergency, blood, medical help. Verbs: To vomit, to lie down, to feel dizzy, to breathe, to get better, to get worse, to feel sick, to spin, to hurt, to treat, to examine. Adjectives: Painful, pale, weak.
Vocabulary for keeping good health:
Adjectives: Empathy, ambitious, creative, courageous. Nouns: Self-care, mindfulness, social connection, happiness, digital detox. Verbs: To keep fit, to exercise, to work out, to support, to explore.
Target Grammatical Structures in Use:
-Passive Voice in Past Tenses: (The patient was carefully examined by the doctor.)
-Comparatives & Superlatives of Adjectives: (A toothache is more painful than a headache). (The most painful common illness is probably a headache.)
- “Used to”: (People used to give importance to physical activity in the old days.)
- “Should”: (You should drink plenty of water to stay hydrated.)
Background Grammatical Structures in Use:
-The Simple Past Tense: (He exercised every day last week).
-The Past Progressive Tense: (The athlete was training hard for the football match last month.)
- “Must/Can’t” for Deduction: (He must have a headache because he is pressing his forehead with both hands. She can’t be allergic to pollen as she exercises outdoors every day without any problems.)
Functions of the Target Grammatical Structures in Use:
-Use of Passive Voice in Past Tenses: Emphasising the action itself rather than who performed the action, often highlighting the receiver of an action in the past.
-Use of “Used To”: Expressing habits, routines, and states in the past that no longer occur in the present.
-Use of “Comparative Adjectives”: Expressing difference or degree between two things, people and/or entities.
-Use of “Superlative Adjectives”: Expressing the highest or lowest degree among three or more things, people and/or entities.
-Use of “Should”: Expressing advice, giving recommendations, and suggesting actions.
Functions of the Background Grammatical Structures
-Use of the Past Progressive Tense: Describing actions that were ongoing in the past, often emphasising the continuous nature of an event at a particular moment.
-Use of the Simple Past Tense: Indicating actions that were completed in the past, often with a specific time reference.

-Use of “Must” for Deduction: Expressing a strong certainty or logical deduction based on evidence or reasoning.
-Use of “Can’t” for Deduction: Indicating a strong logical impossibility.
*About “Background Grammatical Structures in Use”:
The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute 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:
You finished your work? Good on you!
No worries!
Stay calm!
You look at the picture of health!
My mother always wraps me in cotton wool!
I’m on the mend after having a heavy flu!
Target Phonological Sounds in Use:
Vowels and Consonants: o, p
Vowel: o: (/ə /, / /, /ɒ /)
Consonant: p: (pi /p/, silent /p/)
*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.5.11.L1	Students can get ready for the listening/watching-comprehension process for the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” carefully. (önceki haftalardan devam)
ENG.5.11.L2	Students can bring information about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” together through significant details and main components while listening (to)/watching it. (önceki haftalardan devam)
ENG.5.11.L3	Students can make meaning of/derive meaning from the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” through significant details by listening (to)/

Kod	Öğrenme çıktısı
	watching it carefully. (önceki haftalardan devam)
ENG.5.11.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 “personal life and well-being with body parts; human illnesses and diseases; keeping good health” (önceki haftalardan devam)
ENG.5.11.P1	Students can select and use the target phonological elements of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” 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.5.11.R1	Students can get ready for the reading-comprehension process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. (önceki haftalardan devam)
ENG.5.11.R2	Students can bring information about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.11.R3	Students can make meaning of / derive meaning from the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” by reading it carefully. (önceki haftalardan devam)
ENG.5.11.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.11.V1	Students can select and use the target vocabulary of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.11.G1	Students can select and use the target grammatical elements of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.11.W1	Students can get ready for the writing-expression process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. (önceki haftalardan devam)
ENG.5.11.W2	Students can understand the model/example for the writing task about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. (önceki haftalardan devam)
ENG.5.11.W3	Students can organise a content for the assigned writing task on the current content “personal life and well-being with body parts; human illnesses and diseases; keeping good health” based on the model/example provided. (önceki haftalardan devam)
ENG.5.11.W4	Students can individually construct/form content for the assigned writing task on the current content “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. (önceki haftalardan devam)
ENG.5.11.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people. (önceki haftalardan devam)
ENG.5.11.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.11.S1	Students can get ready for speaking-expression process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. (önceki haftalardan devam)
ENG.5.11.S2	Students can use the model/example for producing verbal content about the current content on “personal life

Kod	Öğrenme çıktısı
	and well-being with body parts; human illnesses and diseases; keeping good health". (önceki haftalardan devam)
ENG.5.11.S3	Students can organise a new verbal content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.11.S4	Students can construct a new verbal content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.11.S5	Students can reorganise (reconstruct) and use information about the "personal life and wellbeing with body parts; human illnesses and diseases; keeping good health" to communicate with other people. (önceki haftalardan devam)
ENG.5.11.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "personal life and well-being with body parts; human illnesses and diseases; keeping good health" 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 create a short, illustrated story book called "Staying Healthy Adventures". In their story, they will include a main character who gets sick (e.g. a child with a cold or a stomachache) and show how they recover by following good health tips. The story should include vocabulary about body parts (e.g. "head", "stomach"), illnesses (e.g. "fever", "cough"), and healthy habits (e.g. "eating fruits", "exercising"). Students will write simple sentences for each page and draw colourful pictures to match the story. For example: "Yasemin has got a sore throat. She should drink warm tea and have a rest". After finishing their storybooks, students will share them with 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.