28. Hafta

19–23 Nisan · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 12: Famıly Lıfe & Home

KONU / METİN

Sub-themes: “Family members’ abilities and skills; hobbies of family members, different lifestyles of families in different houses”.
Target Vocabulary in Use (with revisional vocabulary)
Vocabulary for family members’ abilities and skills:
Verbs: To act, to babysit, to barbecue, to build, to catch, to climb, to code, to communicate, to cycle, to create, to decide, to develop, to design, to describe, to explain, to film, to fish, to fly, to grill, to improve, to jump, to manage (time), to match, to organise, to perform, to peel, to programme, to run, to sail, to skateboard, to solve, to surf.
Vocabulary for hobbies of family members (sports, films, music):
Verbs: To do barbecue, to go to the beach, to ride a bicycle, to ride a bike, to camp, to collect, to go cycling, to go to a festival, to go out, to go shopping, to play the guitar, to go on a holiday, to join, to be a member, to go to a museum, to paint, to go to the park, to take a photograph, to go on a picnic, to do a quiz, to play a video game.
Vocabulary for different lifestyles of families in different houses:
Types of houses:
Nouns: An attached house, a detached house (a single-family house), a semi-detached house, a duplex, a terraced house (a row house-AmE), a flat (an apartment-AmE), a block, a block of flats (an apartment building-AmE), a villa (a vacation home-AmE), an igloo, a cottage, a bungalow (a ranch house-AmE), a penthouse, a hut, a houseboat, a farmhouse, a treehouse.
Types of families:
Nouns: An immediate family, an extended family, a foster family.
Target Grammatical Structures in Use:
-Passive Voice in Future Tenses:
- Passive Voice in the “Be Going to Future Tense”: (The house is going to be cleaned later today.)
-Passive Voice in the Simple Future Tense (Will): (The invitations will be sent tomorrow.)
-(Active) The Future Progressive Tense: (This time next month, we will be camping in the mountains.)
-(Active) The Future Perfect Tense: (I will have read all the books in my collection by next weekend.)
-(Active) The Future Perfect Progressive Tense: (By next weekend, I will have been reading all the books in my collection.)
-Question Tags with Future Tenses (Passive): (The project will be completed by the team by next Friday, won’t it?)
- “Will” for Sudden Decisions: (What would you like to drink? Orange juice or apple juice? Err, I think I’ll take orange juice. Thank you.)
- “Could” (Probability and Ability): (I could clean the house before our guests arrive but I need some help. I could take photos when I was a child.)
Background Grammatical Structures in Use:
-The Simple Future Tense (Will): (We will clean the house tomorrow before the guests arrive.)
-“Be going to” Future Tense: (We are going to move to our new house next week.)
-Question Tags with Future Tenses: (They will complete the project by next Friday, won’t they?)

Functions of the Grammatical Structures in Use:
-Use of Passive Voice in Future Tenses: Emphasising a future action and its results rather than the doer.
-Use of the Future Progressive Tense: Describing actions that will be in progress at a specific time in the future.
-Use of the Future Perfect Tense: Describing an action which will be completed before a specific time in the future.
-Use of the Future Perfect Progressive Tense: Describing actions that will have been ongoing for a period of time up to a point in the future.
-Use of “Will” for Sudden Decisions: Expressing actions or decisions made spontaneously.
-Use of “Could” (Probability): Expressing polite suggestions and possibilities (in the present/future).
Functions of the Background Grammatical Structures:
-Use of the “Be going to Future” Tense: Talking about plans or intentions for the future.
-Use of the Simple Future Tense (Will): Expressing future facts, predictions, or promises.
-Use of “Question Tags” with Future Tenses: Confirming future actions or making polite checks.
*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:
My dad is very handy with repairing tools!
My mum drops me off at school in the mornings.
Mehmet and his father both love fishing. Like father, like son!
Target Phonological Sounds in Use:
Consonants: q, r
Consonant: q: (/kju /, /k/); r: (/ /(Br), silent /r/ (Br), /a /(AmE), / /(AmE), silent /r/ (Br));
*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

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ENG.5.12.L1	Students can get ready for the listening/watching-comprehension process for the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” carefully.
ENG.5.12.L2	Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” together through significant details and main components while listening (to)/watching it.
ENG.5.12.L3	Students can make meaning of/derive meaning from the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through significant details by listening (to)/watching it carefully.
ENG.5.12.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 and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”
ENG.5.12.P1	Students can select and use the target phonological elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.12.R1	Students can get ready for the reading-comprehension process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.
ENG.5.12.R2	Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.12.R3	Students can make meaning of / derive meaning from the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by reading it carefully.
ENG.5.12.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” in relation to themselves or others, both individually and/or with others.
ENG.5.12.V1	Students can select and use the target vocabulary of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.12.G1	Students can select and use the target grammatical elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.12.W1	Students can get ready for the writing-expression process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.
ENG.5.12.W2	Students can understand the model/example for the writing task about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.
ENG.5.12.W3	Students can organise a content for the assigned writing task on the current content “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” based on the model/example provided.
ENG.5.12.W4	Students can individually construct/form content for the assigned writing task on the current content “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.

Kod	Öğrenme çıktısı
ENG.5.12.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” to communicate with other people.
ENG.5.12.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” in relation to themselves or others, both individually and/or with others.
ENG.5.12.S1	Students can get ready for speaking-expression process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”
ENG.5.12.S2	Students can use the model/example for producing verbal content about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”
ENG.5.12.S3	Students can organise a new verbal content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by speaking accurately, efficiently, and authentically.
ENG.5.12.S4	Students can construct a new verbal content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by speaking accurately, efficiently, and authentically.
ENG.5.12.S5	Students can reorganise (reconstruct) and use information about the “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” to communicate with other people.
ENG.5.12.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different 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 write a short story about their family and home. They will begin by introducing their family members and describing their special abilities or skills, such as cooking, drawing, or playing sports. Next, students will describe their family’s favourite hobbies, including activities they enjoy doing together, like watching movies, listening to music, or playing games. They will also compare their home and lifestyle with a family living in a different type of house, such as a big city apartment or a small countryside home. The story will include a word limit with colourful details, and a drawing of their family doing their favourite hobby. Students will present their work 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

23 April,
National Sovereignty and Children's Day

NOTLAR

- 23 Nisan Cuma: 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı

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.