31. Hafta

10–14 Mayıs · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 13: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe

KONU / METİN

Sub-themes: “Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for cultural and historical places in the neighbourhood and the city:
Verbs: to admire, to gather, to locate. Nouns: A fountain, a statue, a palace, a tower, an attraction, a collection, a custom, a highlight, an identity, a landmark, a booking (reservation-AmE), a theatre (theater-AmE), a cinema (movie theater-AmE). Adjectives: Historic, historical, ancient, local, traditional, peaceful, cultural, old-fashioned, romantic, worth, tiny.
Vocabulary for festivals and events in the neighbourhood and the city:
Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), street food, an international/ local dish, a feast.
Vocabulary for food items: Nouns: Ingredients, corn (sweetcorn-AmE), seafood, salmon, beef, tuna, a pineapple, a coconut, a courgette (zucchini-AmE).
Vocabulary for international dishes: Turkish pizza, couscous, barbeque (barbecue-AmE), a stew, a curry. Adjectives: Spicy, hot, sour, savoury (savory-AmE), juicy, creamy, frozen, folk, cheerful, continuous, sharp. Verbs: to entertain, to announce, to pour, to freeze. Nouns: An advert (ad,-AmE), an announcement, a celebration, a ceremony, a pot, a mixture, a pan, an organiser (organizer-AmE), flour, a container, a discount, leftover.
Vocabulary for transportation:
Nouns: A public transport (public transportation-AmE), the tube (Br-only), underground trains (subway-AmE), a ferry, an aeroplane (air) plane-AmE), an e-scooter, backpacking, a charter, a vehicle. Places: a parking space, a railway (railroad-AmE). Verbs: To check in, to check out, to deliver, to hitchhike, to land, to take off, to translate, to transport, to direct, to fasten.
Travelling: Nouns: Accommodation, an application, an airline, luggage (baggage-AmE), a boarding pass, a brochure, a departure, a destination, a direction, an exchange, a rate, a gate, a journey, a trip, a pass, an embassy, roundabout, service, signpost, (road sign-AmE). Adjectives: Arrival, duty-free, on board, affordable, worldwide.
Target Grammatical Structures in Use:
-Conditional 2: (If I had more time, I would visit many attractions in the city.)
-If only: (If only people could travel to distant places, they would know more about other cultures.)
-Wish (was/were): (I wish there were more attractions to visit in this city).
-Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would love, would like etc.): (They need to protect the historical statue from damage.)
- Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): (I really enjoy exploring historical castles during my travels.)
- “Shall” (Suggestions): (Shall we visit the historical tower after lunch?)
Background Grammatical Structures:
-Conditional Zero: (If tourists visit the museum, they discover the history of the city.)
-Conditional 1: (If we attend the food fair, we will try some delicious street food.)

Functions of the Target Grammatical Structures in Use:
-Use of Conditional 2: Describing hypothetical or unreal situations and their possible outcomes.
-Use of “If only”: Expressing regret or a strong wish for a present or past situation
-Use of “Wish” (was/were): Expressing desires, regrets, or hypothetical situations contrary to the current reality.
-Use of Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would like etc.): Expressing intention, preference or necessity.
-Use of Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): Expressing activities or preferences.
-Use of “Shall” (suggestions): Making suggestions in a polite or formal way.
Functions of the Background Grammatical Structures in Use:
-Use of Conditional Zero: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled.
-Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled.
*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:
This house is a hidden gem!
This street is the backbone of our city!
This neighbourhood always buzzes with activity!
Target Phonological Sounds in Use:
Consonants: s, t
Consonants: (/s/, /□ s/, /z/, silent /s/); t: (/ti□ /, /t/, silent /t/); v: (/vi□ /, /v/)

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
ENG.5.13.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city;

Kod	Öğrenme çıktısı
	festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" carefully. (önceki haftalardan devam)
ENG.5.13.L2	Students can bring information about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" together through significant details and main components while listening (to)/watching it. (önceki haftalardan devam)
ENG.5.13.L3	Students can make meaning of/derive meaning from the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" through significant details by listening (to)/watching it carefully. (önceki haftalardan devam)
ENG.5.13.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, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.5.13.P1	Students can select and use the target phonological elements of the current content about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; 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. (önceki haftalardan devam)
ENG.5.13.R1	Students can get ready for the reading-comprehension process about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.5.13.R2	Students can bring information about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.13.R3	Students can make meaning of / derive meaning from the current content about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" by reading it carefully. (önceki haftalardan devam)
ENG.5.13.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.13.V1	Students can select and use the target vocabulary of the current content about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.13.G1	Students can select and use the target grammatical elements of the current content about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.13.W1	Students can get ready for the writing-expression process about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.5.13.W2	Students can understand the model/example for the writing task about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. (önceki haftalardan devam)
ENG.5.13.W3	Students can organise a content for the assigned writing task on the current content “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” based on the model/example provided. (önceki haftalardan devam)
ENG.5.13.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. (önceki haftalardan devam)
ENG.5.13.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people. (önceki haftalardan devam)
ENG.5.13.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, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.13.S1	Students can get ready for speaking-expression process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. (önceki haftalardan devam)
ENG.5.13.S2	Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. (önceki haftalardan devam)
ENG.5.13.S3	Students can organise a new verbal content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.13.S4	Students can construct a new verbal content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.13.S5	Students can reorganise (reconstruct) and use information about the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people. (önceki haftalardan devam)
ENG.5.13.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and 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 prepare a brochure exemplifying the best parts of their neighbourhood and city. First, they will choose some cultural and historical places and include important information and facts about each one. They will also give information about the transportation options to arrive in these places. After creating the brochures, they will share the

brochures with their classmates and make presentations. The brochures will include simple drawings or photos. 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.