32. Hafta

17–21 Mayıs · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 14: Lıfe In The World & Culture

KONU / METİN

Sub-themes: “Capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for capitals of countries: Ankara (Türkiye), London (UK-United Kingdom), Paris (France), Berlin (Germany), Rome (Italy), Madrid (Spain), Dublin (Ireland), Beijing (China), Tokyo (Japan), New Delhi (India), Washington D.C. (United States), Baku (Azerbaijan), Tashkent (Uzbekistan), Ashgabat (Turkmenistan), Astana (Kazakhstan), Lefkoşa (Nicosia) (Turkish Republic of Northern Cyprus).
Nouns: A border, a flag, location, a nation, a prince, a princess. Verbs: To consist (of), to place, to state, to locate. Adjectives: Eastern, western, northern, southern, political, powerful, royal, private.
Vocabulary for landmarks and famous places:
Nouns: A Collection, an exhibition, a sculpture, a statue, scenery, a set, a stage, a hub. Adjectives: Calm, fantastic, impressive, modern, old-fashioned, original, typical, strange, outdoors, indoors, luxury, outdoor, private, central, familiar, unique. Nouns: A neighbourhood, architecture, a population, a skyscraper, city centre, a town hall, a location, a court, a hostel, a shopping centre (a shopping mall-AmE.), a stadium, a queue. Verbs: To attract, to face, to decorate, to represent.
Vocabulary for sport events in various parts of the world and sports culture (fair play)
Verbs: To take part, to coach, to join in, to cheat, to throw, to compete, to practice, to hit, to rest. Nouns: An athlete, a captain, a court, a cricketer, a goalkeeper, golf, a golfer, qualification, rugby, athletics, a champion, a championship, a climber, a competitor, a contest, a cyclist, an event, an extreme sport, a gold medal, a leader, a long jump, the Olympic Games, a racehorse, a race, a record holder, a rider, silver medal, a track, a trainer, training, a water jump, a diver, a diving board, a sail, a sailor, a surfer, surfing, boxing, sports facilities, a locker room/a changing room, an instructor, a point. Adjectives: Winning, competitive, athletic, Olympic.
Target Grammatical Structures in Use:
-Reported Speech of the Present Tenses: (The guide said that the population of Tokyo is one of the largest in the world).
-Reported Speech of the Future tenses: (The organiser stated that the championship match would take place in the new stadium).
-Ought to/need/must/needn’t/needed (in the past)/mustn’t (obligation): (Visitors must take a guided tour to see the architecture of the Eiffel Tower in Paris. Last year, the cricketer needed extra coaching to improve his techniques).
Background Grammatical Structures in Use:
Present Tenses: The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense.
Future Tenses: The Simple Future Tense, “Be Going to” Future Tense, The Future Progressive Tense, The Future Perfect Progressive Tense.
Functions of the Grammatical Structures in Use:
-Use of ought to/need/must/needn’t/needed (in the past)/mustn’t (obligation): Use of expressing obligation, necessity, or prohibition.
-Use of Reported Speech of the Present Tenses: Reporting current actions, states, or truths in indirect

speech.
-Use of Reported Speech of the Future Tenses: Reporting future intentions, plans, or predictions in indirect speech.
Functions of the Background Grammatical Structures:
Present Tenses: Describing present events, happenings, and situations.
Future Tenses: Describing future events, happenings, and situations.
*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:
Play by the rules, then the game will be fair!
It’s not cricket!
Keep your eye on the ball during the match!
Let’s pop round to this museum later!
Target Phonological Sounds in Use:
Vowel: u Consonant: v
Vowel: u: (/ju /, / /, /ju /, silent /u/)
Consonant: v: v: (/vi /, /v/)
*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.5.14.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” carefully.
ENG.5.14.L2	Students can bring information about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” together through significant details and main components while listening (to)/ watching it.

Kod	Öğrenme çıktısı
ENG.5.14.L3	Students can make meaning of/derive meaning from the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” through significant details by listening (to)/watching it carefully.
ENG.5.14.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 and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.
ENG.5.14.P1	Students can select and use the target phonological elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.14.R1	Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.
ENG.5.14.R2	Students can bring information about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.14.R3	Students can make meaning of / derive meaning from the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by reading it carefully.
ENG.5.14.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in relation to themselves or others, both individually and/or with others.
ENG.5.14.V1	Students can select and use the target vocabulary of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.14.G1	Students can select and use the target grammatical elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.14.W1	Students can get ready for the writing-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.
ENG.5.14.W2	Students can understand the model/example for the writing task about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.
ENG.5.14.W3	Students can organise a content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” based on the model/example provided.
ENG.5.14.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.
ENG.5.14.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people.
ENG.5.14.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 and culture with capitals of countries; landmarks and

Kod	Öğrenme çıktısı
	famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" in relation to themselves or others, both individually and/or with others.
ENG.5.14.S1	Students can get ready for speaking-expression process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)".
ENG.5.14.S2	Students can use the model/example for producing verbal content about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)".
ENG.5.14.S3	Students can organise a new verbal content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" by speaking accurately, efficiently, and authentically.
ENG.5.14.S4	Students can construct a new verbal content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" by speaking accurately, efficiently, and authentically.
ENG.5.14.S5	Students can reorganise (reconstruct) and use information about the "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" to communicate with other people.
ENG.5.14.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" 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 explore culture and life in different parts of the world including Türkiye at first. They should choose a country and research its capital city by highlighting famous landmarksand/or historical places that make it unique. Then, they will focus on the sports culture and the famous sports events of the country held there. The questions to cover: "What role does fair play and sportsmanship have in their traditions?". They can organise a travel journal and/or presentation featuring the landmarks, cultural highlights and its connection to sports in the capital. They can include drawings, photos, and pictures. They will then share their projects with the whole class to inspire everyone to perceive and appreciate the diversity and values of global cultures. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

BELİRLİ GÜN VE HAFTALAR

19 May,
The Commemoration of Atatürk, Youth and Sports Day

NOTLAR

- 17 Mayıs Pazartesi: Kurban Bayramı
- 18 Mayıs Salı: Kurban Bayramı
- 19 Mayıs Çarşamba: Kurban Bayramı, 19 Mayıs Gençlik ve Spor 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.