8. Hafta

2–6 Kasım · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 3: Personal Lıfe

KONU / METİN

Sub-themes: “Body parts and physical appearance and (features); clothing and dressing; personality traits”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for body parts: Nouns: Back, beard, a body, a bone, an ear, and eye, a face, a finger, a foot, hair, a hand, a head, a heart, a leg, a neck, a nose, skin, a toe, a tooth, a chin, an eyelash(es), an eyebrow(s), a moustache, a tongue.
Vocabulary for physical appearance: Adjectives: Attractive, big, blonde, bright, brunette, chubby, curly, dark, fair, heavy, large, light, long, medium-height, old, plump, pretty, short, silver, slim, straight, strong, tall, wavy, round, huge, beautiful, nice, ugly.
Colours: Black, blue, brown, green, grey, hazel, orange, pink, purple, red, yellow, white.
Vocabulary for physical appearance: Nouns: Weight, height, kilogramme (kg) (kilogram-AmE), metre (meter-AmE).
Vocabulary for physical appearance: Verbs: To look.
Vocabulary for clothing and dressing: Nouns: Fashion, a mirror. Accessories: A bag, a hat, a handbag, a jewellery, a necklace, a bracelet, earrings, a ring, sunglasses (sunnies), gloves, socks, a belt, a tie, a helmet, a watch, a headscarf. Clothes: Tops: a blouse, a jumper (a sweater-AmE), a blouse, a hoodie, a swimming costume (swimming suit/bathing suit-AmE), a cardigan, Dresses: a dress, Clothes: Bottoms: trousers (pants-AmE) a skirt, leggings, tights, jeans Footwear: shoes, boots, slippers, flip-flops, trainers (sneakers-AmE), flats Outwear: a coat, a jacket, a raincoat, a uniform, a suit, Sleepwear: pyjamas (pajamas-AmE). Adjectives: fashionable. Verbs: To fit, to seem, to wear, to get dressed, to try on.
Vocabulary for personality traits: Adjectives: Positive: Brave, clever, friendly, happy, funny, kind, polite, hardworking, sweet, creative. Neutral: Careful, cool, lucky, quiet, shy, serious, tidy, strange. Negative: Angry, boring, rude, nervous, worried, naughty.
Target Grammatical Structures in Use:
-The Present Progressive Tense: (He is wearing a red T-shirt and jeans today).
-Question Tags with the Present Progressive Tense: (She is carrying a big handbag, isn’t she?)
-Comparative Adjectives (Regular, Irregular): (He is taller than his younger brother). (She is more intelligent than everyone in the class).
-Possessive Pronouns: (That dress is hers, not yours).
-Possessive Adjectives: (This is my favourite hat, and that is your favourite jacket).
-Possessive (’s): (The dog’s fur is soft and thick).
Background Grammatical Structures in Use:
- “Have/Has Got”: (She has got curly blonde hair and hazel eyes).
- “Wh- Questions” (whose): (Whose belt is on the chair?)
- “Can/Can’t” (Ability): (She can paint beautiful pictures, but she can’t draw well).
- “Can” (Possibility): (You can wear this necklace with your dress).
Functions of the Target Grammatical Structures in Use:
-Use of the Present Progressive Tense: Describing actions happening now.
-Use of Question Tags with the Present Progressive Tense: Confirming ongoing actions.

-Use of Comparative Adjectives (regular, irregular): Comparing two people or things.
-Use of Possessive Pronouns: Replacing nouns to indicate possession.
-Use of Possessive Adjectives: Showing ownership in relation to nouns.
-Use of Possessive (’s): Indicating relationships or possession.
Functions of the Background Grammatical Structures in Use:
-Use of “Have/Has got”: Expressing possession.
-Use of “Wh-Questions” (whose): Asking about ownership.
-Use of “Can/Can’t” (ability): Expressing ability or inability.
-Use of “Can” (Possibility): Talking about options or possibilities
*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:
Hold on! I’ll be back in a jiffy!
It’s not fair!
I’m not sure!
That’s cool!
Target Phonological Sounds in Use:
- Intonation of questions and question tags.
*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.5.3.L1	Students can get ready for the listening/watching-comprehension process for the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” carefully.
ENG.5.3.L2	Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” together through significant details and main components while listening/watching it.

Kod	Öğrenme çıktısı
ENG.5.3.L3	Students can make meaning of/derive meaning from the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through significant details by listening/ watching it carefully.
ENG.5.3.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 with basic body parts and physical features; clothes; daily routines and activities”.
ENG.5.3.P1	Students can select and use the target phonological elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.3.R1	Students can get ready for the reading-comprehension process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.
ENG.5.3.R2	Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.3.R3	Students can make meaning of / derive meaning from the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” by reading it carefully.
ENG.5.3.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” in relation to themselves or others, both individually and/or with others.
ENG.5.3.V1	Students can select and use the target vocabulary of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.3.G1	Students can select and use the target grammatical elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.3.W1	Students can get ready for the writing-expression process about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.
ENG.5.3.W2	Students can understand the model/example for the writing task about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.
ENG.5.3.W3	Students can organise a content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities” based on the model/example provided.
ENG.5.3.W4	Students can individually construct/form content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities”.
ENG.5.3.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other people.
ENG.5.3.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” in relation to themselves or others, both individually and/or with others.
ENG.5.3.S1	Students can get ready for speaking-expression process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.
ENG.5.3.S2	Students can use the model/example for producing verbal content about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.
ENG.5.3.S3	Students can organise a new verbal content on “personal life with basic body parts and physical features; clothes; daily routines and activities” by speaking accurately, efficiently, and authentically.
ENG.5.3.S4	Students can construct a new verbal content on “personal life with basic body parts and physical features; clothes; daily routines and activities” by speaking accurately, efficiently, and authentically.

Kod	Öğrenme çıktısı
ENG.5.3.S5	Students can reorganise (reconstruct) and use information about the “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other people.
ENG.5.3.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” 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 prepare a project titled “My Favourite Character”. This character can be anyone or anything such as a real person, a cartoon character or a character from an animation etc. First, they will draw their character on a paper or they may use Web 2.0 tools. The drawings should include some details such as physical appearance, body parts, clothing, and dressing. Then, students will write a short paragraph about their character. The paragraphs should include some details about the characters’ personality traits. 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.

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.