16. Hafta

4–8 Ocak · 1. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 3: Personal Lıfe & Well- Beıng

KONU / METİN

PERSONAL LIFE & WELL-BEING
Sub-themes: mobile phones and their impact on health and social life; personal preferences for films and visual arts
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for mobile phones and their impact on health and social life:
Nouns: Addiction, aid, assistance, bias, anger, anxiety, awareness, convenience, disconnection, disorientation, a follower, helpline, an inbox, necessity, panic, a password, majority, minority, podcasting, remote learning, service provider, privacy, relief, standard of living, surfing, a tension, tiredness, welfare.
Verbs: To demonstrate, to friend, to preserve, to resist, to isolate, to overcome, to heal, to harm, to trace, to overuse, to regulate, to monitor, to restrict. Adjectives: Addicted, aggressive, anxious, biased, dependent, isolated, unconscious, significant. Adverbs: Increasingly, severely, securely.
Vocabulary for personal preferences for films and visual arts:
Nouns: Animation, cast, classic, genre, masterpiece, performing arts, preview, production, rehearsal, scenario, sci-fi, screening, sound effect, stunt, subtitle, tension, amazement, amusement, criterion, preference. Verbs: To adore, to edit, to appeal, to consult. Adjectives: Dramatic, emotional, aggressive, animated. Adverbs: Alternatively.
Target Grammatical Structures in Use:
-The Simple Past Tense versus the Past Progressive Tense: (I was surfing the web when my phone rang).
-Question Tags with the Simple Past Tense and the Past Progressive Tense: (You enjoyed the film, didn't you?). (They were coming back home when you saw them, weren't they?).
- "Could" for ability: (She could play the piano very well when she was younger).
- "Used to": (She used to rehearse with her cast every day last year). (She used to play football as a kid).
-Wh- questions: How long ago etc. (How long ago did you watch that film?).
-Prepositions: Among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of: (The film will start at 8 p.m).
-Prepositional phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: (He learned it from the podcast.)
Functions of the Grammatical Structures in Use:
-Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted
by another event (Past Progressive) or completed in the past (Simple Past).
-Use of "Question Tags" with the Simple Past Tense and the Past Progressive Tense: Asking short questions
to confirm or clarify information (in the past) in the sentence.
-Use of "Could" for ability (I could ski before I could walk): Describing
an ability in the past.
-Use of "Used to": Describing past habits or routines that do not occur in the present.
-Use of "Wh- questions" e.g. "How long etc.": Asking for specific information about a subject, an object, time,

a place, manner and a reason.
-Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location.
-Use of Prepositional Phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and location.
*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 for this section is provided in the introduction to the whole English Language Curriculum.
Target Social Language in Use:
Write this down, it’s important!
How do you feel?
Is everything all right?
She looks like a picture of health!
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.6.3.L1	Students can get ready for the listening/watching-comprehension process for the current content on “personal life with body parts, physical appearance and clothes; personality and character” carefully. (önceki haftalardan devam)
ENG.6.3.L2	Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” together through significant details and main components while listening/watching it. (önceki haftalardan devam)
ENG.6.3.L3	Students can make meaning of/derive meaning from the current content on “personal life with body parts, physical appearance and clothes; personality and character” through significant details by listening/watching it carefully. (önceki haftalardan devam)
ENG.6.3.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 body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)
ENG.6.3.P1	Students can select and use the target phonological elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” 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.6.3.R1	Students can get ready for the reading-comprehension process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.6.3.R2	Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.6.3.R3	Students can make meaning of / derive meaning from the current content about “personal life with body parts, physical appearance and clothes; personality and character” by reading it carefully. (önceki haftalardan devam)
ENG.6.3.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.3.V1	Students can select and use the target vocabulary of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.6.3.G1	Students can select and use the target grammatical elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.6.3.W1	Students can get ready for the writing-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)
ENG.6.3.W2	Students can understand the model/example for the writing task about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)
ENG.6.3.W3	Students can organise a content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character” based on the model/example provided. (önceki haftalardan devam)
ENG.6.3.W4	Students can individually construct/form content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)
ENG.6.3.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the“personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. (önceki haftalardan devam)
ENG.6.3.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.3.S1	Students can get ready for speaking-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)
ENG.6.3.S2	Students can use the model/example for producing verbal content about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. (önceki haftalardan devam)
ENG.6.3.S3	Students can organise a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.6.3.S4	Students can construct a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.6.3.S5	Students can reorganise (reconstruct) and use information about the “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. (önceki haftalardan devam)
ENG.6.3.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with body parts, physical appearance and clothes;

Kod	Öğrenme çıktısı
	personality and character” 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 presentation about their favourite film they love to share with the class. They will talk about why they like the film, their favourite characters, and the most interesting parts of it. To make it fun, they can use drawings, photos, short video clips, or act out scenes. They will also share their feelings on how the film makes them feel and how it connects to their personal life. 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 6) · 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.