19. Hafta

8–12 Şubat · 2. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 4: Famıly Lıfe & Home

KONU / METİN

FAMILY LIFE & HOME
Sub-themes: Relationships, problems, and solutions in the family; different families and family houses
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for relationships, problems and solutions in the family:
Relationships:
Nouns: An acquaintance, an ancestor, a bond, blame, a hug, an identical twin, a mate, patience, a regret, a sibling.
Problems and solutions:
Nouns: An approval, an attempt, a collapse, a conflict, a controversy, a disagreement, a division, a failure, a
misunderstanding, an obstacle, a struggle, a split. Verbs: To abandon, to accuse, to adopt, to acknowledge,
to approve, to assess, to blame, to defend, to defeat, to deny, to embrace, to forgive, to hug, to inherit, to maintain, to regret, to satisfy, to socialise, to split, to struggle, to trace, to unite. Adjectives: Attempted, desperate, hopeless, identical, objective, pessimistic, sensitive, sincere, spiritual, subjective, passionate. Adverbs: Barely, hopelessly, subjectively. Idiom: to make life difficult (for somebody).
Vocabulary for different families and family houses:
Nouns: An anniversary, air-conditioning, an attic, a cabin, a central heating, a classic, a coach house, an ecohouse,
housing, a hut, an igloo, a mobile home, an origin, a root, a room-mate, a storeroom, a tiny house, a villa, a workplace.
Vocabulary for different families:
Nouns: A nuclear family. Verbs: To possess, to select. Adjectives: Air-conditioned, broad, characteristic, contemporary, industrial, open-plan, plain, sophisticated, charming, detached, semi-detached.
Target Grammatical Structures in Use:
-The Present Perfect Tense (for, since, yet, already, never, ever, just, recently) versus The Present Perfect Progressive Tense: (I have just visited my grandparents' farmhouse. I have been working on decorating their
attic for weeks).
-Question Tags with The Present Perfect Tense and the Present Perfect Progressive Tense: (They haven't solved the family conflict yet, have they?)
-Comparative and Superlative of Regular-Irregular Adjectives (thin-thinner-the thinnest; far - further / farther - the furthest / farthest: (This farmhouse is farther from the city than the one we visited last year). (The cabin in the woods is the furthest place we have ever stayed).
-Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We decorated the farmhouse ourselves for our grandparents' anniversary).
-Wh- questions i.e. How long etc.: (How long have they lived in the igloo?).
Functions of the Grammatical Structures in Use:
-Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present

and describing an action that happened recently and has an impact on the present.
-Use of the Present Perfect Progressive Tense: Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action.
-Use of the “Question Tags” with the Present Perfect Tense and the Present Perfect Progressive Tense: Confirming information, encouraging agreement, seeking reassurance.
-Use of the Comparative and Superlatives of Regular and Irregular adjectives: Comparing two or more things
or people using regular or irregular adjective forms.
-Use of “Reflexive Pronouns (myself, himself, herself,himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or
without help.
- “Wh- questions” (How long etc.): Asking about the duration of an action or event.
*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:
My grandma makes the best biscuits!
It feels so cosy in our house!
Home sweet home!
A house divided against itself cannot stand!
Target Phonological Sounds in Use:
a,b,c,d,e
Vowels. a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /, /ɒ/); e: (/e/; /i:/, /ə/, silent /e/)
Consonants: b: (/b/), silent /b/); c: (/si/, /k/, /t /, /ʧ/, silent /c/); d: (/d/), silent /d/)
*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.6.4.L1	Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” carefully.
ENG.6.4.L2	Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” together through significant details and main components while listening/watching it.
ENG.6.4.L3	Students can make meaning of/derive meaning from the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through significant

Kod	Öğrenme çıktısı
	details by listening/watching it carefully.
ENG.6.4.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 with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.P1	Students can select and use the target phonological elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others.
ENG.6.4.R1	Students can get ready for the reading-comprehension process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.R2	Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.6.4.R3	Students can make meaning of / derive meaning from the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by reading it carefully.
ENG.6.4.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others.
ENG.6.4.V1	Students can select and use the target vocabulary of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.4.G1	Students can select and use the target grammatical elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.4.W1	Students can get ready for the writing-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.W2	Students can understand the model/example for the writing task about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.W3	Students can organise a content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” based on the model/example provided.
ENG.6.4.W4	Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people.
ENG.6.4.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others.
ENG.6.4.S1	Students can get ready for speaking-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.S2	Students can use the model/example for producing verbal content about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.
ENG.6.4.S3	Students can organise a new verbal content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by speaking accurately, efficiently, and

Kod	Öğrenme çıktısı
	authentically.
ENG.6.4.S4	Students can construct a new verbal content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by speaking accurately, efficiently, and authentically.
ENG.6.4.S5	Students can reorganise (reconstruct) and use information about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people.
ENG.6.4.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life with family members’ jobs, working places, and job routines; different types of family homes and 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 story based on a photograph that shows an important moment in a family’s life at home. They will choose a photograph of their own family or a family scene (like a dinner, birthday, or a day in the sitting-room) and write a short story about it. In the story, they will describe the relationships, problems, and solutions within the family or how family members interact with each other. They will also include details about the home and its features, like rooms, decorations, and furniture. 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.