22. Hafta

1–5 Mart · 2. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe

KONU / METİN

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE
Sub-themes: Different lifestyles in the city and rural areas; sports events in the city and rural areas
Target vocabulary in use (with revisional vocabulary):
Vocabulary for different lifestyles in the city and rural areas:
Nouns: A boost, a citizen, a civilisation, capacity, a delivery, diversity, a resort, a zone, wildlife, a downtown, an occupation, an opera, a territory, freedom, wealth, transportation, an urban, a suburb. Verbs: To decrease,
to boost.
Vocabulary for rural areas: Nouns: Agriculture, cornfield, crop, food chain, greenhouse, pesticide, straw, sunflower, vet, wheat. Adjectives: Genetically modified, organic, civil, industrial, regional, rural, downtown, distinct, nearby, sufficient, distant, domestic, automatic, sustainable, extensive, useless. Adverbs: Downtown.
Vocabulary for sports events in the city and rural areas:
Nouns: Aerobics, an attachment, an administration, an attempt, a biker, bungee jumping, a league, a championship, marathon, a motor racing, an obstacle, a semi-final, a spectator, a register, a sponsorship, a spokesperson, a stroke, a tournament, a victory, weightlifting. Verbs: To modify, to attempt, to eliminate, to approach. Adjectives: Dynamic, satisfied, random, spectacular, regional, sporting, amusing, enthusiastic(enthusiastic), junior, senior.
Target Grammatical Structures in Use:
-Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans'
support tomorrow. The team is going to participate in a championship next month.).
-Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield).
Functions of the Grammatical Structures in Use:
-Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans'
support tomorrow. The team is going to participate in a championship next month.).
-Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield).
Functions of the Grammatical Structures in Use:
-Use of the "Be Going to Future Tense versus the Simple Future Tense": Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions.
-Use of Connecting Words Expressing Cause, Effect, and Contrast (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas.
*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 Phonological Sounds in Use:
Vowel: i
Consonants: f, g, h, j, k
Vowels: i: (/aɪ/, /ɪ/, /i:/)
Consonants: f: (/f/); g: (/g/, /d□ /,silent /g/); h: (/h/), silent /h/); j: (/d□ e□ /,d□ /)k: (/k/, silent /k/).
*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.6.5.L1	Students can get ready for the listening/watching-comprehension process for the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" carefully. (önceki haftalardan devam)
ENG.6.5.L2	Students can bring information about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" together through significant details and main components while listening/watching it. (önceki haftalardan devam)
ENG.6.5.L3	Students can make meaning of/derive meaning from the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" through significant details by listening/watching it carefully. (önceki haftalardan devam)
ENG.6.5.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 and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.P1	Students can select and use the target phonological elements of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and 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.6.5.R1	Students can get ready for the reading-comprehension process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.R2	Students can bring information about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and 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.6.5.R3	Students can make meaning of / derive meaning from the current content about "life in the neighbourhood

Kod	Öğrenme çıktısı
	and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by reading it carefully. (önceki haftalardan devam)
ENG.6.5.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.5.V1	Students can select and use the target vocabulary of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and 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.6.5.G1	Students can select and use the target grammatical elements of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and 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.6.5.W1	Students can get ready for the writing-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.W2	Students can understand the model/example for the writing task about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.W3	Students can organise a content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" based on the model/example provided. (önceki haftalardan devam)
ENG.6.5.W4	Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. (önceki haftalardan devam)
ENG.6.5.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 and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/ or with others. (önceki haftalardan devam)
ENG.6.5.S1	Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.S2	Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". (önceki haftalardan devam)
ENG.6.5.S3	Students can organise a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.6.5.S4	Students can construct a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.6.5.S5	Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.6.5.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and 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 create a project named “Gallery Walk”, showing life in the city and the countryside and sports events in both areas. In groups, they will make sections with photographs, drawings, and short descriptions. One part will show city life, in terms of transportation and daily activities, while another part will show rural life, in terms of farming and community events. Another section will highlight sports events in the city and the countryside. Other students and teachers will walk around the gallery, look at the visuals, and read the captions to learn about the differences and similarities in these areas. 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.