24. Hafta

22–26 Mart · 2. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 6: Lıfe In The World & Culture

KONU / METİN

LIFE IN THE WORLD & CULTURE
Sub-themes: Personal habits and routines for food; different local and international food types and cooking
styles
Target vocabulary in use (and revisional vocabulary):
Vocabulary for personal habits and routines for food:
Nouns: A bunch, carb, carbohydrate, a cell, a chopstick, a counter, a cuisine, an eating disorder, a fryer, a gramme (gram-AmE), a litre, mineral, a mixer, a mug, nutrition, obesity, a portion, a grocery, a tendency, consumption, a pizzeria, a portion, protein, pudding, roast, a self-service, a server, spoonful, a supper, takeaway, a teaspoon, a toaster, a vitamin, steam. Verbs: To starve, to chop, to flavour, to grill, to heat up, to peel, to reserve. Adjectives: Acceptable, bitter, cheesy, dietary, eat-in, juicy, lean, low-fat, nutritious, organic, pure, self-service, sour, tough, visible. Adverbs: Nowadays, sufficiently.
Vocabulary for different local and international food types and cooking styles:
Nouns: A bagel, a baguette, baked beans, beefsteak, broccoli, chilli, courgette (zucchini-AmE), crab, cracker,
cucumber, dairy, a flavour, fried rice, goat cheese, a gain, herb, a kit, noodle, pastry, popularity, a protein, rice pudding, sour cream, spice, sweetcorn, sweet pepper, sweet potato, veg, vinegar, steam, a spoonful, a usage. Verbs: To gain, to chop, to grill, to peel, to differentiate, to process. Adjectives: Bitter, dairy-free, remarkable, considerable.
Lasagne (Italy), croissant (French), taco (Mexican), chicken ramen (Japanese), sweet and sour chicken (Chinese), curry (Indian), falafel (Middle East), pancake (American).
Target Grammatical Structures in Use:
-Modals for Probability (can, could, may, might): (He can enjoy a bagel every morning).
-Could (for Deduction or Speculation): (That sweet potato could be part of a healthy diet).
- “Need” for Necessity or for Obligation: (You need to peel cucumbers. You needn’t use sugar).
- “Must” versus “Have to”: (She must chop broccoli to make the dish nutritious. We have to reserve a bagel in
advance at the cafe).
- “Should” for Giving Advice: (You should eat a spoonful of vegetables for good health).
- “Must/can’t” for Deduction: (He must be preparing grilled meat because of the barbecue smell).
Functions of the Grammatical Structures in Use:
-Use of Modals for Probability (can, could, may, might): Expressing possibility or probability.
-Use of “Could” for Deduction or Speculation: Expressing deduction or speculation when discussing possibilities or making guesses.
-Use of “need” for Necessity or Obligation: Indicating something that is required or essential.
-Use of “Must” vs “Have to”: Expressing the difference between the source of necessity or obligation such as
internal or external.
-Use of “Should” for Giving Advice: Giving advice or making recommendations.

-Use of “must/can’t” for Deduction: Indicating a logical certainty or a logical impossibility.
*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:
Pasta is my have-a go-to recipe!
A key to a good stew is slow cooking it for hours!
I’ll whip up a quick salad for dinner!
Cooking is my mum’s bread and butter!
Target Phonological Sounds in Use:
l, m, n, (ng), o, p
Vowel: Vowel: o: (/əʊ/, /ɒ/, /ɔː/)
Consonants: l: (/l/ /l/, silent /l/); m; (/m/, /m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (pi /p/, silent /p/)
*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.6.6.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” carefully.
ENG.6.6.L2	Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” together through significant details and main components while listening/ watching it.
ENG.6.6.L3	Students can make meaning of/derive meaning from the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through significant details by listening/watching it carefully.
ENG.6.6.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 countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.P1	Students can select and use the target phonological elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.6.6.R1	Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.R2	Students can bring information about the current content on “life in the world and culture with countries,

Kod	Öğrenme çıktısı
	nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.6.6.R2	Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.6.6.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 countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others.
ENG.6.6.V1	Students can select and use the target vocabulary of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.6.G1	Students can select and use the target grammatical elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.6.6.W1	Students can get ready for the writing-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.W2	Students can understand the model/example for the writing task about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.W3	Students can organise a content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” based on the model/example provided.
ENG.6.6.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.
ENG.6.6.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 countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others.
ENG.6.6.S1	Students can get ready for speaking-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.S2	Students can use the model/example for producing verbal content about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.
ENG.6.6.S3	Students can organise a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically.
ENG.6.6.S4	Students can construct a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically.
ENG.6.6.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 countries, nationalities, and languages in

Kod	Öğrenme çıktısı
	the world; food types and events from different parts of the world” to communicate with other people in relation to themselves or others, both individually and/or with others.
ENG.6.6.S5	Students can reorganise (reconstruct) and use information about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will design a quiz about the theme of life in the world and culture. First, they will search about foods and dishes from different countries, food habits and routines from various cultures. Then they will prepare questions related to this information. The quiz may include true/ false questions, multiple choice or short- answer questions. Also, they may enrich their quizzes with visuals or pictures. Then, they will share the quiz with their classmates. They will evaluate the results together as a whole 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 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.