19. Hafta

8–12 Şubat · 2. dönem · 3 ders saati

TEMA / ÜNİTE

Theme 4: Famıly Lıfe

KONU / METİN

Sub-themes: family members’ jobs, working places, and job routines; different types of family homes and houses
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for family members’ jobs, working places, and job routines:
Nouns: An author, a boss, a businessman, a cook, a dentist, a designer, a detective, a director, an employee,
an employer, a soldier, an assistant, a journalist, a lawyer, a manager, a painter, a pilot, a professor, a reporter,
an engineer, an officer, a restaurant, a factory, a company, construction.
Verbs: To report, to employ, to earn, to farm.
Vocabulary for different types of family homes and houses:
Nouns: Rest (remaining part), an address, an apartment, a bin, a blanket, bookshelf, a box, a carpet, a mirror, a clock, a cooker, a curtain, a drawer, an entrance, floor, furniture, heating, a key, a light, a pillow, a refrigerator, a roof, rubbish, a shelf, a sink, a towel, a chopping board, a youth room set.
Adjectives: Downstairs, upstairs, flat, strict, ambitious.
Adverbs: Double.
*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 Grammatical Structures in Use:
-The Present Progressive Tense for the future: (We are moving to a new apartment next week).
-The Simple Present Tense for the future: (The plane to London takes off at 9:15 tomorrow morning).
-Conjunctions (when, while): (The cook prepares the food when the guests arrive. I will wait for you outside
while you are in the meeting).
-Wh- questions (Which): (Which job does your cousin do? Which room is upstairs?)
-Reflexive pronouns: (The reporter is introducing herself to the audience).
Functions of the Grammatical Structures in Use:
-The Present Progressive Tense for the future: Talking about planned future events or arrangements.

-The Simple Present for the future: Expressing scheduled or regular events in the future.
-Conjunctions (when, while): Describing actions or events that happen at the same time or one after the other.
-Wh questions (Which): Asking for specific information or making distinctions.
-Reflexive pronouns: Emphasizing that the subject and object of an action are the same.
Target Social Language in Use:
Keep that secret in the family, please!
My father works all hours on his new job!
Please make yourself at home!
Target Phonological Sounds in Use:
a, b, c, d, e,
Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɛə/); e: (/e/; /i:/, /ə/)
Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/)
*(Phonetic symbols will not be taught. Only sounds will be practised through the target words 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. • a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. • b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. • c) Students make predictions about the current content on “family life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. • d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.
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. • a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. • b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.
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 details by listening/watching it carefully. • a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. • b) Students make important and necessary classifications in the current content that help them to understand it better with details. • c) Students make important and necessary comparisons in the current content that help them to understand it better with details. • d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. • e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. • f) Students construct the meaning of the current content in detail through the classifications/ comparisons/ inferences made earlier in relation to it. • g) Students internalise the current content in an individualised and appropriate way according to age and language level.
ENG.6.4.L4	Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole

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	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”. • a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. • b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.
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. • a) Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. • b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. • c) Students recognise the target phonological elements of the current content when they are heard in different contexts. • d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. • e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively 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”. • a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. • b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. • c) Students make significant preliminary predictions about the current content based on recognised relationships. • d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.
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. • a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. • b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. • c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.
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. • a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. • b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. • c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. • d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. • e) Students make meaningful inferences from the information in the current content by examining it carefully. • f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level.

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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. • a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. • b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. • c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.
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. • a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. • b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. • c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. • d) Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. • e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. • f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. • g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences 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. • a) Students become familiar with the current content by listening (to)/watching/reading it a few times attentively. • b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. • c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. • d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. • e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. • f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. • g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. • h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. • i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. • j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.

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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”. • a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. • b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.
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”. • a) Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.
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. • a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. • b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. • c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.
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”. • a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. • b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. • c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. • d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.
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. • a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. • b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.
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. • a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. • b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. • c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.
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”. • a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.
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”. • a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/

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	written elements.
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 authentically. • a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. • b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. • c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. • d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. • e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.
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. • a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. • b) Students present individually prepared content in an accurate and efficient way as presented in the model/ example for prepared speaking situations clearly, efficiently, and appropriately. • c) Students present individually prepared information in an accurate and efficient way as presented in the model/ example for unprepared speaking situations. • d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.
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. • a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. • b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.
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. • a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. • b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will write a short descriptive booklet about one of their family members, focusing on their job, workplace, and daily routine. They will also include details about the type of home this family member lives in, describing its features such as the number of rooms, outdoor spaces, or special areas. To make their work more engaging, students will draw a simple illustration of the home and explain how it supports their family member’s daily activities and routines. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 6) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.