17. Hafta

11–15 Ocak · 1. dönem · 7 ders saati

TEMA / ÜNİTE

Theme 4: Famıly Lıfe & Home

KONU / METİN

Sub-themes: “Future houses; family members’ plans (for the future)”
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for future houses:
Nouns: Recognition, timing, a variation, housing, appliances, priority, household, innovation, panels, usage, ventilation, insulation. Verbs: To adapt, to automate, to reckon, to impress, to install, to innovate, to generate, to
house, to integrate, to renovate, to optimise, to ensure. Adjectives: Energy-efficient, shocking, sophisticated,
valid, extraordinary, impressed, sustainable, renewable, solar. Adverbs: Shortly, somehow, sometime, steadily,
widely, automatically.
Vocabulary for family members’ plans for the future (holidays etc):
Nouns: Finance, an expectation, a budget, a resort, bookings, preparation, preference, a bed and breakfast, a travel agency, a voyage. Verbs: To accommodate, to relieve, to negotiate, to budget, to reserve, to finalise.
Adjectives: Relieved, affordable, weekly, detailed, memorable, excursion, all-inclusive. Adverbs: Altogether, slightly, effectively.
Target Grammatical Structures in Use:
-Passive Voice of Modals in Present (can, could, might, may, must, should) for daily speech: (The appliances can
be automated easily. The holiday bookings could be finalised by tomorrow).
- “Comparative and Superlative Adjectives: (Energy-efficient houses are more sustainable than traditional ones. This resort is the most affordable option for a family holiday).
- “Same as”, “the same”: (This housing innovation is the same as the one introduced last year. This furniture in
our new house is the same in our previous house).
- “As... as”: (This holiday was just as memorable as our previous trip).
- “Like”, “Alike”, “Slightly”: (The future houses look like something from a sci-fi film. The two resorts we considered look alike in terms of their amenities. This solar-powered device is slightly more expensive than the
older model).
Functions of the Grammatical Structures in Use:
-Use of Passive Voice of Modals in Present (can, could, might, may, must, should) for Daily Speech: Describing
possibilities, expressing necessity or obligation, making suggestions or giving advice by indicating uncertainty
or speculation.
-Use of “Comparative and Superlative” Adjectives: Expressing degrees of differences or comparisons between

(and among) people, things, thoughts, and ideas.
-Use of “Same as” and “the Same”: Expressing similarity or equality between two or more people, things, thoughts, and ideas.
-Use of “as... as”: Describing and emphasising the degree of similarity between two people, situations, and things.
-Use of like, alike, slightly: Expressing similarities and (small) differences between people, things, thoughts,
and ideas.
*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.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
ENG.7.4.L1	Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.L2	Students can bring together the information in the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.L3	Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.L4	Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.7.4.P1	Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to develop holistic and conscious pronunciation skills after recognising them in context. (önceki haftalardan devam)
ENG.7.4.R1	Students can prepare for reading the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” efficiently and effectively. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.7.4.R2	Students can bring information together about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” through skimming, scanning and detailed reading. (önceki haftalardan devam)
ENG.7.4.R3	Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.R4	Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.7.4.V1	Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” after recognising them in context and developing their conscious and inductive vocabulary learning skills. (önceki haftalardan devam)
ENG.7.4.G1	Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. (önceki haftalardan devam)
ENG.7.4.W1	Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.W2	Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.W3	Students can construct new written content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” based on their understanding of the model(s) provided. (önceki haftalardan devam)
ENG.7.4.W4	Students can practise producing written content based on the current theme “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.W5	Students can engage in the process of writing related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. (önceki haftalardan devam)
ENG.7.4.W6	Students can reconstruct their writing about the current theme on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to communicate effectively about it. (önceki haftalardan devam)
ENG.7.4.W7	Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)

ÖLÇME VE DEĞERLENDİRME

PERFORMANCE ASSIGNMENT: Students will create a project to show their ideas about holidays trips, and special family events. They can draw pictures and take photos to reveal where they want to travel and what
activities they would like to do with their family. In their project, they will write short descriptions about their
plans such as going to the beach, visiting a theme park, and/or hiking in the countryside. They can also use
captions and cut-outs from magazines to make their display more colourful and interesting. 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 7) · 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.