18. Hafta

18–22 Ocak · 1. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 7: Lıfe In Nature

KONU / METİN

Sub-themes: “Animals in nature and habitats; daily activities and nature; activities in nature”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for animals and natural habitats:
Land habitats: Nouns: A rainforest, a desert, a grassland, a savannah, a temperate forest, a tropical forest, a mountain.
Water habitats: Nouns: The Arctic, the ocean, a lake, a wetland, the sea, the sky, ice, temperature, sand, storm, mud, wind. Adjectives: Hot, cold, cool, dry, wild, high, wide, endangered, warm, wet, magical.
Animals: Nouns: A bird, a bear, a bee, a camel, a dolphin, a duck, an elephant, a fish, a frog, an insect, a monkey, a parrot, a rabbit, a snake, a tiger, a whale. Verbs: To kill, to protect, to blow, to destroy, to feed, to exist, to reach, to fly, to swim, to jump, to chirp, to hunt, to cut down.
Vocabulary for daily activities and nature: Nouns: a storm. Verbs: To collect, to enjoy the view, to feed, to fish, to have a picnic, to plant, to pick, to recycle, to save, to swing, to blow
Vocabulary for nature/outdoor activities: Nouns-Gerunds: Hiking, jogging, swimming, sunbathing, climbing.
Target Grammatical Structures in Use:
-The Past Progressive Tense: (Positive, Negative, Interrogative): (The bear was swimming in the river in the morning.)
-The Past Progressive Tense vs The Simple Past Tense: (The dolphin was jumping out of the water in the ocean when the rabbit jumped quickly away from the grassland.)
Modals: (Positive, Negative, Interrogative):
-”Could” (Ability in The Past): (The butterfly could fly across the desert.)
- “Could” (Polite Requests): (Could you help me plant seeds in the garden?)
- “Should” For Advice: (You should feed the fish in the pond every day.)
-Wh-Questions: (Where do the elephants usually walk in the savannah?)
-Modal “Will” for Help: (I will help you cut the grass around the mountain trail.)
- “Need & Needn’t” (Necessity): (You need to collect rainwater to water plants in the desert. We needn’t worry about sandstorms in the grassland.)
Background Grammatical Language Structures in Use:
-The Simple Past Tense: (The elephants left the savannah last year.)
Function of the Grammatical Structures in Use:
-Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative.
-Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred.
-Use of Modal “Could” for Ability in the Past: Describing abilities or possibilities in the past; expressing what someone was capable of doing.
-Use of Modal “Could” for Polite Requests: Showing politeness and indirectness in making requests or asking for favours.
-Use of Modal “Should” for Advice: Giving recommendations, suggestions and/or expressing opinions

about what is appropriate or advisable.
-Use of Modal “Will” for help: Describing assistance or making promises related to future actions.
-“Wh-questions”: Expressing curiosity, seeking specific information about time, place, reason, or manner.
-Use of Modal “Will” for Help: Indicating future intentions, offers, promises, and/or willingness to assist.
-Use of Modal “Need & Needn’t” (Necessity): Expressing necessity, obligation, and/or the lack of requirement or need.
Functions of the Target Grammatical Structures:
-Use of the Simple Past Tense: Describing events and happenings in the past.
*About “Background Grammatical Structures in Use”:
The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.
*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 of contents for this section is provided in the introduction to the whole English Language Curriculum.
Target Social Language Expressions in Use:
Animals are all around us!
Pick up litter!
Use less energy!
Plant trees!
Save water!
Plant the seeds for a better future!
Target Phonological Sounds in Use:
Consonants: g, h
Consonants: g: (/g/, /d /ʒsilent /g/); h: (/h/), silent /h/);
*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.5.7.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” carefully. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.5.7.L2	Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” together through significant details and main components while listening (to)/watching it. (önceki haftalardan devam)
ENG.5.7.L3	Students can make meaning of/derive meaning from the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through significant details by listening (to)/watching it carefully. (önceki haftalardan devam)
ENG.5.7.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 nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.P1	Students can select and use the target phonological elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” 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.5.7.R1	Students can get ready for the reading-comprehension process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.R2	Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.5.7.R3	Students can make meaning of / derive meaning from the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by reading it carefully. (önceki haftalardan devam)
ENG.5.7.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.7.V1	Students can select and use the target vocabulary of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.7.G1	Students can select and use the target grammatical elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.7.W1	Students can get ready for the writing-expression process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.W2	Students can understand the model/example for the writing task about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.W3	Students can organise a content for the assigned writing task on the current content “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” based on the model/example provided. (önceki haftalardan devam)
ENG.5.7.W4	Students can individually construct/form content for the assigned writing task on the current content “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” to communicate with other people. (önceki haftalardan devam)
ENG.5.7.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature with animals in nature and habitats; daily activities and

Kod	Öğrenme çıktısı
	nature; activities in nature” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.7.S1	Students can get ready for speaking-expression process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.S2	Students can use the model/example for producing verbal content about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. (önceki haftalardan devam)
ENG.5.7.S3	Students can organise a new verbal content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.7.S4	Students can construct a new verbal content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.7.S5	Students can reorganise (reconstruct) and use information about the “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” to communicate with other people. (önceki haftalardan devam)
ENG.5.7.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” 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 imagine they are nature explorers and will write a journal/blog about a day they spent in nature. They will include the animals they saw and their habitats, like birds in trees or fish in a river. They will talk about some daily activities they did such as gardening, planting flowers, and/or growing vegetables. They will also describe any fun activities they enjoyed in nature, like hiking, fishing, or having a picnic. Students will use at least five different animals and five nature-related activities in their journal/blog. Additionally, they will draw a picture of their favourite moment in nature and explain it in a few sentences. 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 5) · 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.