20. Hafta

15–19 Şubat · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 8: Lıfe In The Unıverse

KONU / METİN

Sub-themes: “Planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for planets in the solar system: Nouns: A planet, the moon, the sun, moon(s), a star, the sky, space, the Milky Way, a comet, a galaxy, the world, size, spaceship. Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Directions: East, west, north, south.
Vocabulary for facts about planets: Nouns: An asteroid, an astronaut, a climate (change), a comet, a diameter, dust, energy, gas, metal, a movement, ring(s), a rock, atmosphere, a satellite, an orbit, a surface, solar energy. Verbs: To exist, to light, to rise, to revolve around, to travel around, to rise, to discover. Adjectives: Dwarf, bright, connected, enormous, liquid, solid, major, huge, enormous.
Vocabulary for the Earth as a planet: Verbs: To cover, to heat, to prevent, to protect, to provide, to rise, to reduce, to recycle, to explore. Nouns: A continent, a desert, a disaster, the environment, heat, a hole, pollution, population, a position, a stone, a source, smoke, temperature, air, weather, the environment. Adjectives: Habitable, recent, plastic, extreme, global.
Target Grammatical Structures in Use:
-Zero Conditional: (If you heat plastic, it melts into a liquid form).
-Conditional 1: (If astronauts discover water on Mars, they will explore it further in the future).
-Unless: (Unless scientists protect the environment, Earth’s population will have harm).
Background Grammatical Structures:
-Simple Future Tense: (The astronauts will visit new places beyond our planet.)
Functions of the Target Grammatical Structures in Use:
-Use of Zero Conditional: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled.
-Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled.
Use of “Unless”: Expressing a condition in a negative form indicating something will happen only if the condition is not fulfilled.
Use of “If”: Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty.
Functions of the Background Grammatical Structures in Use:
-Use of the Simple Future Tense: Describing predictions for the future.
*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:
Big as Jupiter, small as Mercury!
Blue like the oceans, green like the trees! Home is here Earth is!
The sun is burning today!
Target Phonological Sounds in Use:
Vowel: i, Consonant: j
Vowel: i: (/aɪ/, /ɪ/, /i:/)
Consonants: j: (/d e /d /)
*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.5.8.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” carefully. (önceki haftalardan devam)
ENG.5.8.L2	Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” together through significant details and main components while listening/watching it. (önceki haftalardan devam)
ENG.5.8.L3	Students can make meaning of/derive meaning from the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through significant details by listening/watching it carefully. (önceki haftalardan devam)
ENG.5.8.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 universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.P1	Students can select and use the target phonological elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. (önceki haftalardan devam)
ENG.5.8.R1	Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.R2	Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.5.8.R3	Students can make meaning of / derive meaning from the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by reading it carefully. (önceki haftalardan devam)
ENG.5.8.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.8.V1	Students can select and use the target vocabulary of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.8.G1	Students can select and use the target grammatical elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.5.8.W1	Students can get ready for the writing-expression process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.W2	Students can understand the model/example for the writing task about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.W3	Students can organise a content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” based on the model/example provided. (önceki haftalardan devam)
ENG.5.8.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to communicate with other people. (önceki haftalardan devam)
ENG.5.8.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.5.8.S1	Students can get ready for speaking-expression process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.S2	Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. (önceki haftalardan devam)
ENG.5.8.S3	Students can organise a new verbal content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.8.S4	Students can construct a new verbal content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.5.8.S5	Students can reorganise (reconstruct) and use information about the “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to communicate with other people. (önceki haftalardan devam)
ENG.5.8.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression

Kod	Öğrenme çıktısı
	process about the current content, “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” 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 prepare a poster about the planets in the solar system. First, they will select a planet and try to find interesting facts about that planet’s size, temperature, and important and different features. Then they will draw the planet on a piece of paper (or digitally) and write a few sentences about that planet such as “Jupiter has 95 moons!”. They may use drawings or pictures. Finally, they will make presentations by showing their posters in the 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 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.