34. Hafta

31 Mayıs – 4 Haziran · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 15: Lıfe In Nature

KONU / METİN

Sub-themes: “Natural resources; animals in nature and their habitats; protecting natural resources and animals”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for natural resources:
Nouns: Renewable resources, non-renewable resources, wind energy, geothermal energy, coal, oil, petrol (gas,AmE), natural gas, a forest, a rainforest, a jungle, an island, farmland, sunshine, sand, oceans, freshwater, groundwater, nature, wood, a waterfall, a valley, (the) environment, recycling.
Vocabulary for global problems related to natural resources:
Nouns: Deforestation, pollution (air, water, soil), global warming, climate change, landslide, flood, overfishing, loss of biodiversity, energy crisis, overpopulation, urbanisation (urbanization-AmE), rubbish (trash-AmE), litter, industrialisation (industrialization-AmE), environmental problems.
Vocabulary for animals in nature and their habitats:
Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah.
Vocabulary for their habitats: Nouns: Grasslands, woodlands, jungles, coral reefs, wetlands.
Vocabulary for protecting natural resources: Verbs: To recycle, to use energy, to protect wildlife, to reduce consumption, to raise awareness, to reuse, to take care of, to cut down on, to avoid, to limit, to survive, to lessen, to hunt, to hide, to donate, to produce, to prevent. Adjectives: Endangered.
Other related vocabulary: Nouns: A disease, a food source, wildlife, volunteering, overhunting, overfishing, sea pollution, air pollution, safety, population.
Target Grammatical Structures in Use:
-Reported Speech of Past Tenses: (The researcher explained that the whale had survived despite the sea pollution.)
-The Past Perfect Tense: (The team had finished their survey on air pollution before the flood occurred.)
-The Past Perfect Progressive Tense: (The farmers had been cutting down trees which led to deforestation when they became aware of that.)
-Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): (A lot of rainforest trees have been cut down.)
-Countable or Uncountable Nouns (some, any, no, none): (Do you have any information about global warming?)
-Broader Range of Intensifiers (too, enough, all, both, so): (There are too many problems about air and water protection.)
Background Grammatical Structures in Use:
-Past Tenses: The Simple Past Tense, The Past Progressive Tense.
Functions of the Grammatical Structures in Use:
-Use of Reported Speech of the Past Tenses: Reporting past actions, states, or truths in indirect speech.
-Use of the Past Perfect Tense: Describing actions or events that were completed before another point in the past.
-Use of the Past Perfect Progressive Tense: Expressing an ongoing action in the past that continued until

a specific point or was interrupted by another past action.
-Use of Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): Expressing quantity or amount.
-Use of Countable or Uncountable Nouns (some, any, no, none, no one): Expressing quantities and amounts, distinguishing between items that can be counted (countable nouns) and those that cannot (uncountable
nouns).
-Use of Broader Range of Intensifier such as too, enough, all, both, so: Expressing degree, quantity or emphasis.
Functions of the Background Grammatical Structures:
-Use of Past Tenses: Describing events, happenings and situations in the past at a specific time or were ongoing.
*About “Background Grammatical Structures in Use”:
The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute 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:
Please don’t waste a drop (of water)!
Use less paper now and save it for a rainy day!
The deer feel free as birds in the forest!
Don’t harm nature!
Target Phonological Sounds in Use:
Consonants.: w, x
Consonants: w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/)
*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.5.15.L1	Students can get ready for the listening/watching-comprehension process for the current content on “life in

Kod	Öğrenme çıktısı
	nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" carefully.
ENG.5.15.L2	Students can bring information about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" together through significant details and main components while listening (to)/watching it.
ENG.5.15.L3	Students can make meaning of/derive meaning from the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" through significant details by listening (to)/watching it carefully.
ENG.5.15.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 natural resources; animals in nature and their habitats; protecting natural resources and animals".
ENG.5.15.P1	Students can select and use the target phonological elements of the current content about "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others.
ENG.5.15.R1	Students can get ready for the reading-comprehension process about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals".
ENG.5.15.R2	Students can bring information about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.15.R3	Students can make meaning of / derive meaning from the current content about "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" by reading it carefully.
ENG.5.15.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" in relation to themselves or others, both individually and/or with others.
ENG.5.15.V1	Students can select and use the target vocabulary of the current content about "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.15.G1	Students can select and use the target grammatical elements of the current content about "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.15.W1	Students can get ready for the writing-expression process about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals".
ENG.5.15.W2	Students can understand the model/example for the writing task about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals".
ENG.5.15.W3	Students can organise a content for the assigned writing task on the current content "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" based on the model/example provided.
ENG.5.15.W4	Students can individually construct/form content for the assigned writing task on the current content "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals".
ENG.5.15.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" to communicate with other people.
ENG.5.15.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 natural resources; animals in nature and their habitats; protecting natural resources and animals" in relation to themselves or others, both individually and/or with

Kod	Öğrenme çıktısı
	others.
ENG.5.15.S1	Students can get ready for speaking-expression process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.
ENG.5.15.S2	Students can use the model/example for producing verbal content about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.
ENG.5.15.S3	Students can organise a new verbal content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by speaking accurately, efficiently, and authentically.
ENG.5.15.S4	Students can construct a new verbal content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by speaking accurately, efficiently, and authentically.
ENG.5.15.S5	Students can reorganise (reconstruct) and use information about the “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people.
ENG.5.15.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people in relation to themselves or others, both individually and/or with others.

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will create a project to show what they have learned about nature, animals, and protecting the environment. They will make a poster, booklet, or short video with three parts. In the first part, they will talk about natural resources like water, air, and soil. In the second part, they will show animals in nature and their homes with pictures or drawings. In the last part, they will share ways to protect natural resources and animals such as recycling or planting trees. They can use drawings, photos, short descriptions, and simple charts. They will present their work to 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.