36. Hafta

14–18 Haziran · 2. dönem · 14 ders saati

TEMA / ÜNİTE

Theme 16: Lıfe In The Unıverse & Future

KONU / METİN

Sub-themes: “Astronaut life on space stations; space explorations; life in the future”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary about Space: Atmosphere, a starship, aerospace, an asteroid, a comet, a space module, a moonwalk, surface, faster-than-light (FTL), a flying saucer, an unidentified flying object (UFO). Verbs: To shine, to launch. Adjectives: Interplanetary, earthbound, crewed-uncrewed (manned, unmanned-AmE).
Vocabulary for space exploration: Nouns: An astronaut, space travel, exploration, space mission, telescope, a spacecraft, rocket, spacewalk, discovery, a space suit, a spaceship, a space station, a space capsule, a space tourist, an autopilot, an airlock, a lander, a launcher, a mother ship, a module. Verbs: To capture, to rotate, to revolve, to launch, to take off, to land, to explore, to return to Earth, to exist.
Vocabulary for life in the universe: Nouns: Life forms, living things, robots, creatures, space colonies. Adjectives: Rare, mysterious, unknown, smart, weird.
Vocabulary for future Lifestyles (robots…): Nouns: Smart homes, wearable technology, telecommuting, virtual reality, digital environment, digital elements.
Vocabulary for future technologies and inventions: Nouns: Robotics, 3D printing, drones, self-driving vehicles, solar panels, wireless earbuds, AR glasses, headsets, AI home assistants, artificial intelligence (AI), virtual reality (VR). Verbs: To be equipped with, to predict, to transform, to alert, to influence, to adapt.
Target Grammatical Structures in Use:
-Conditional 3: (If astronomers hadn’t gone to space we would not have learned about it.)
-Modals in the Past: (Research on planets may have started years ago.)
Background Target Grammatical Structures:
-The Past Perfect Tense: (I had bought a new drone to take pictures.)
-The Future Perfect Tense: (By 2050, scientists will have discovered evidence of life on Mars.)
Functions of the Grammatical Structures in Use:
-Use of Conditional 3: Talking about hypothetical situations in the past that did not happen.
-Use of Modals in the Past: Expressing speculation, possibility, or necessity about past actions.
Functions of the Background Grammatical Structures in Use:
-Use of Past Perfect Tense:
-Use of the Future Perfect Tense: Expressing an action that will be completed before a specific time in 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 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:
She was over the moon with happiness!
I was lost in space feeling confused!
She was on another planet while the teacher was talking!
The sky's the limit for the future of technology!
Target Phonological Sounds in Use:
Consonants: y, z
Consonants: y: (/wa /, j/, / /, j /)z: /(zed/ (Br), /zi /(AmE), /z/)
*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.5.16.L1	Students can get ready for the listening /watching-comprehension process for the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" carefully.
ENG.5.16.L2	Students can bring information about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" together through significant details and main components while listening (to)/watching it.
ENG.5.16.L3	Students can make meaning of/derive meaning from the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" through significant details by listening (to)/watching it carefully.
ENG.5.16.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 astronaut life on space stations; space explorations; life in the future"
ENG.5.16.P1	Students can select and use the target phonological elements of the current content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.
ENG.5.16.R1	Students can get ready for the reading-comprehension process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future".
ENG.5.16.R2	Students can bring information about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.
ENG.5.16.R3	Students can make meaning of / derive meaning from the current content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" by reading it carefully.
ENG.5.16.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in relation to themselves or others, both individually and/or

Kod	Öğrenme çıktısı
	with others.
ENG.5.16.V1	Students can select and use the target vocabulary of the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.16.G1	Students can select and use the target grammatical elements of the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
ENG.5.16.W1	Students can get ready for the writing-expression process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.
ENG.5.16.W2	Students can understand the model/example for the writing task about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.
ENG.5.16.W3	Students can organise a content for the assigned writing task on the current content “life in the universe and future with astronaut life on space stations; space explorations; life in the future” based on the model/example provided.
ENG.5.16.W4	Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.
ENG.5.16.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to communicate with other people.
ENG.5.16.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 astronaut life on space stations; space explorations; life in the future” in relation to themselves or others, both individually and/or with others.
ENG.5.16.S1	Students can get ready for speaking-expression process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”
ENG.5.16.S2	Students can use the model/example for producing verbal content about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”
ENG.5.16.S3	Students can organise a new verbal content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” by speaking accurately, efficiently, and authentically.
ENG.5.16.S4	Students can construct a new verbal content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” by speaking accurately, efficiently, and authentically.
ENG.5.16.S5	Students can reorganise (reconstruct) and use information about the “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to communicate with other people.
ENG.5.16.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the universe and future with astronaut life on space stations; space explorations; life in the future” 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 write and show a short diary/journal called “A Day in the Life of an Astronaut”. They will imagine they are astronauts living on a space station in the future. In their diary/journal, students will describe their daily activities, such as floating in zero gravity, eating space food, fixing equipment, and observing planets. They will also tell details about what they see in space, such as stars, planets, or Earth from above. Students will decorate their diary with drawings of space and share them with 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.