31. Hafta

10–14 Mayıs · 2. dönem · 8 ders saati

TEMA / ÜNİTE

Theme 7: Lıfe In Nature & Global Problems

KONU / METİN

Sub-themes: Natural disasters and their harms on animals and nature; natural disasters and their harms on
humans
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for natural disasters and their harms on animals and nature:
Nouns: Alternative fuel, biofuel, biome, blizzard, a contaminant, carbon, carbon dioxide, carbon footprint, a clean-up, a climate crisis, climate strike, a conservation area, consumption, destruction, deforestation, drought, ecology, ecosystem, emergency services, erosion, an eruption, energy-saving, an environmentalist,
a flame, floodwater, fossil fuel, a green belt, greenhouse gas, a landfill, a landslide, lava, oxygen, polluter, protection, a reserve, a rig, a slide, species, a shock, a tank, thunderstorm, tsunami, typhoon, a wound.
Verbs: To collapse, to dig, to disturb, to dump, to erupt, to generate, to melt, to reserve, to slide, to wound, to starve, to shock. Adjectives: Absolute, adequate, apparent, eco-friendly, harmful, hydroelectric, nonrenewable,
universal, urgent, solar, sustainable, volcanic.
Vocabulary for natural disasters and their harms on humans:
Nouns: A lung, a rescue, a rescuer, a shelter, a soul, a threat, climate change, a tsunami, a cyclone (tornado,
hurricane-AmE), an avalanche, a landslide, displacement, shock, homelessness, a survivor, a tragedy, famine, immigration, a refugee, a human right. Verbs: To harm, to maintain, to rescue, to arise, to urge, to starve, to emigrate. Adjectives: Alarmed, at-risk, catastrophic, deadly, desperate, harmless, homeless, high-risk, low-risk, risky, severe, uninhabitable, destructive.
Target Grammatical Structures in Use:
-Relative Pronouns used with Relative clauses (which, who, that) (defining and non-defining): (The species that live in the rainforest are in danger due to deforestation. The rainforest, which is home to countless species, is being cut down at an alarming rate).
Functions of the Grammatical Structures in Use:
-Relative Pronouns used with Relative Clauses: (which, who, that) (defining and
non-defining):
Use of Defining Relative Clauses (which, who, that): Referring to objects or things by providing essential information that identifies them.
Use of Non-defining Relative Clauses (which, who, that): Referring to objects or things by adding extra, nonessential
information without changing the core meaning of the sentence.
*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.
Target Social Language in Use:
It feels like a fish out of water!
Planting a tree is just a drop in the ocean!
We should all go green and start using less plastic!
We're walking on thin ice by risking the future of our planet!
Target Phonological Sounds in Use:
q, r, s, t, u
Vowel: u: (/ju /, / /, /ju /, silent /u/).
Consonants: q: (/kju /, /k/); r: (/ (Br), silent /r/ (Br), /a /(AmE), / /(AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent
/s/); t : (/ti /, /t/, silent /t/).
*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.6.7.L1	Students can get ready for the listening/watching-comprehension process for the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" carefully. (önceki haftalardan devam)
ENG.6.7.L2	Students can bring information about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" together through significant details and main components while listening/watching it. (önceki haftalardan devam)
ENG.6.7.L3	Students can make meaning of/derive meaning from the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" through significant details by listening/watching it carefully. (önceki haftalardan devam)
ENG.6.7.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 and global problems with activities in nature; environmental problems in the world and solutions". (önceki haftalardan devam)
ENG.6.7.P1	Students can select and use the target phonological elements of the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" 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.6.7.R1	Students can get ready for the reading-comprehension process about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions". (önceki haftalardan devam)
ENG.6.7.R2	Students can bring information about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. (önceki haftalardan devam)
ENG.6.7.R3	Students can make meaning of / derive meaning from the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" by reading it carefully. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.6.7.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.7.R4	Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.7.V1	Students can select and use the target vocabulary of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.6.7.G1	Students can select and use the target grammatical elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. (önceki haftalardan devam)
ENG.6.7.W3	Students can organise a content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions” based on the model/example provided. (önceki haftalardan devam)
ENG.6.7.W4	Students can individually construct/form content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. (önceki haftalardan devam)
ENG.6.7.W5	Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. (önceki haftalardan devam)
ENG.6.7.W6	Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.7.S1	Students can get ready for speaking-expression process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. (önceki haftalardan devam)
ENG.6.7.S2	Students can use the model/example for producing verbal content about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. (önceki haftalardan devam)
ENG.6.7.S3	Students can organise a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.6.7.S4	Students can construct a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. (önceki haftalardan devam)
ENG.6.7.S5	Students can reorganise (reconstruct) and use information about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. (önceki haftalardan devam)
ENG.6.7.S6	Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.6.7.W2	Students can understand the model/example for the writing task about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. (önceki haftalardan devam)

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will create a digital or poster presentation about a natural disaster of their choice which focuses on its effects on both nature and humans. They will research how the disaster impacts animals and their habitats, as well as its consequences for human lives, such as displacement or loss of resources. Students will include visuals, such as photographs or drawings, and explain possible solutions to reduce the negative impacts of such disasters. 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 6) · 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.