13. Hafta

14–18 Aralık · 1. dönem · 7 ders saati

TEMA / ÜNİTE

Theme 3: Personal Lıfe & Well-Beıng

KONU / METİN

Sub-themes: “Advantages and disadvantages of social media; staying healthy and fit”
Target Vocabulary in use (with revisional vocabulary):
Vocabulary advantages and disadvantages of social media:
Nouns: An addiction, an awareness, a restriction, significance, concentration, an objective, privacy, interaction,
feedback, concern, an adult. Verbs: To restrict, to exploit, to interact, to distract, to monitor, to concern, to ignore. Adjectives: Ridiculous, short-term, unfortunate, ethical, harmful, constant, distracting, beneficial, informed, sleepless, lonely.
Vocabulary for staying healthy and fit:
Nouns: A fitness centre, a heartbeat, self-care, a check-up, a cure, healthcare, a painkiller, a recovery, wellbeing,
nutrition, hydration, portion, relaxation, wellness, a remedy, a treatment, an herb, a chemical. Verbs: To sweat, to cure, to recruit, to maintain, to motivate, to strengthen, to prioritise, to rely on, to adopt, to overuse, to
reduce, to cause, to achieve. Adjectives: Athletic, beneficial, immune, overall, hydrated, nutritious, consistent,
energetic, stressful, sustainable, appealing, sick, essential, cheerful, reliable.
Target Grammatical Structures in Use:
-Past tenses for Narration (The Simple Past Tense, The Past Progressive Tense, The Past Perfect Tense, The Past Perfect Progressive Tense): (My grandpa monitored his heartbeat last year because of his doctor’s
warning. The advertisement company had been interacting with social media influencers for months).
- “Would” for Expressing Habits in the Past: (My dad would walk every morning to stay fit).
- “Was Used to” and “Got Used to” in all forms: (She got used to waking up early to do some gymnastics).
- Question Tags for Past Tenses: (She was going to get an email about healthcare updates, wasn’t she?).
Functions of the Grammatical Structures in Use:
-Use of Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense,
the Past Perfect Progressive Tense): Describing actions and events that happened in the past, giving details
about their time, process, duration, and/or sequence.
-Use of “Would” for Expressing Habits in the Past: Describing repeated actions or habits that occur regularly in
the past but they no longer happen.
-Use of “Was used to” and “Got used to” in all forms: Describing familiarity with actions and situations in the past
and describing how people accustomed to something over time and also describing habitual actions or states
in the past.

-Use of Question Tags: Expressing confirmation, agreement, and/or reassurance about statements, actions,
and/or opinions.
*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:
I need “a bit of me time” after a busy school day!
If you’re upset, don’t bottle it up. Talk to your friends about it!
Social media can really mess with your head!
Fake news spread like wildfire on social media!
Target Phonological Sounds in Use:
- Intonation of questions and question tags.
*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.7.3.L1	Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.L2	Students can bring together the information in the current content on “personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.L3	Students can make sense of and derive meaning from the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.L4	Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.7.3.P1	Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to develop holistic and conscious pronunciation skills after recognising

Kod	Öğrenme çıktısı
	them in context. (önceki haftalardan devam)
ENG.7.3.R1	Students can prepare for reading the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” efficiently and effectively. (önceki haftalardan devam)
ENG.7.3.R2	Students can bring information together about the current content on “personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people’s lives” through skimming, scanning and detailed reading. (önceki haftalardan devam)
ENG.7.3.R3	Students can make sense of and derive meaning from the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.R4	Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.7.3.V1	Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” after recognising them in context and developing their conscious and inductive vocabulary learning skills. (önceki haftalardan devam)
ENG.7.3.G1	Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. (önceki haftalardan devam)
ENG.7.3.W1	Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.W2	Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.W3	Students can construct new written content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” based on their understanding of the model(s) provided. (önceki haftalardan devam)
ENG.7.3.W4	Students can practise producing written content based on the current theme “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.W5	Students can engage in the process of writing related to the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.W6	Students can reconstruct their writing about the current theme on “personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to communicate effectively about it. (önceki haftalardan devam)
ENG.7.3.W7	Students can be able convey (reflect on) their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)
ENG.7.3.S1	Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.S2	Students can analyse and understand the model content related to “personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to support the production of spoken language. (önceki haftalardan devam)

Kod	Öğrenme çıktısı
ENG.7.3.S3	Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. (önceki haftalardan devam)
ENG.7.3.S4	Students can construct meaningful spoken content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” through efficient and meaningful practice. (önceki haftalardan devam)
ENG.7.3.S5	Students can reconstruct the information about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” when communicating with others. (önceki haftalardan devam)
ENG.7.3.S6	Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)

ÖLÇME VE DEĞERLENDİRME

PERFORMANCE ASSIGNMENT: Students will write a short dialogue between two friends who discuss the effects of social media on their health. One friend will talk about the advantages of social media such as learning new things and staying connected, while the other will mention disadvantages, such as spending too much time on a screen. They will also suggest ways to stay healthy. Students will practice their dialogue and
then perform it in front of the class, using simple sentences and expressive acting. Then they will write a report
in pairs on pros and cons of social media related to health. 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 7) · 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.