20. Hafta

15–19 Şubat · 2. dönem · 7 ders saati

TEMA / ÜNİTE

Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe

KONU / METİN

Sub-themes: “Helping people in need in the neighbourhood and the city technology in cities and rural areas
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for helping people in need in the neighbourhood and the city:
Nouns: A fundraiser, a homeless shelter, a foundation, an ambulance, a mayor, a disability, a donation, a concern, assistance, relief, partnership, crisis, initiatives, voluntary work. Verbs: To provide support, to step
in, to take action, to raise awareness, to concern, to struggle, to distribute. Adjectives: Homeless, empathetic,
compassionate, inclusive, rewarding, proud.
Vocabulary for technology in cities and rural areas:
Nouns: A solar panel, a drone, sustainability, transportation, public Wi-Fi, a screening, infrastructure, innovation, urban, workplace, coverage, approach. Verbs: To install, to monitor, to improve, to enhance, to implement, to transform, to integrate, to adapt, to approach. Adjectives: Rural, technological, innovative, sustainable, efficient.
Target Grammatical Structures in Use:
-Passive Voice in the Past Tenses (for Narration and daily Conversations): (A disability movement was introduced by the mayor of the city).
-Active Causative (to have someone do something (V1)): We have the charity organisation distribute the food
to homeless people.
-Passive Causative (to have something done (Past Participle-V3) by someone): (We had the food distributed to
the homeless (by the charity)).
-Be able to (in the Past and Present Perfect Tense): (I was able to escape from the fire last year. I haven’t been
able to see her in the hospital since the accident).
Functions of the Grammatical Structures in Use:
-Use of Passive Voice in the Past Tenses (for Narration and Daily Conversations): Describing actions or events
in the past where the focus is on the outcome or what happened, rather than who performed the action.
-Use of Active Causatives (to have someone do something): Describing situations where someone arranges
or causes another person to do something for them.
-Use of Passive Causatives (to have something done): Expressing that a person arranges for something to be
done. The focus is on the action or result, not on who does it.
-Use of “Be Able to” (in the Past and Present Perfect Tense): Describing ability for completed actions and continuation or the result of this ability over time.

*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.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
ENG.7.5.L1	Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.L2	Students can bring together the information in the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.L3	Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.L4	Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others.
ENG.7.5.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 “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” to develop holistic and conscious pronunciation skills after recognising them in context.
ENG.7.5.R1	Students can prepare for reading the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” efficiently and effectively.
ENG.7.5.R2	Students can bring information together about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” through skimming, scanning and detailed reading.
ENG.7.5.R3	Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.R4	Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others.
ENG.7.5.V1	Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” after recognising them in context and developing their

Kod	Öğrenme çıktısı
	conscious and inductive vocabulary learning skills.
ENG.7.5.G1	Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.
ENG.7.5.W1	Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.W2	Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.W3	Students can construct new written content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” based on their understanding of the model(s) provided.
ENG.7.5.W4	Students can practise producing written content based on the current theme “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.W5	Students can engage in the process of writing related to the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.
ENG.7.5.W6	Students can reconstruct their writing about the current theme on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” to communicate effectively about it.
ENG.7.5.W7	Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” in relation to themselves or others, both individually and/or with others.

ÖLÇME VE DEĞERLENDİRME

PERFORMANCE ASSIGNMENT: Students will write a short magazine article about the role of technology in the life of the neighbourhood and/or city. They will start searching how technology is changing life in both cities and rural areas. After gathering information, they will write an article for the school magazine that covers these two topics. The articles may include photographs, quotes, and examples. Finally, they will present their articles to the class or publish them on the online school blog or magazine (that they can arrange). 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.