# 13. Hafta

14–18 Aralık · 1. dönem · 5 ders saati

TEMA / ÜNİTE

## Theme 3: Personal Lıfe & Well-Beıng

KONU / METİN

.Sub-themes: “Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for self-care and mindfulness for well-being: Nouns: Relaxation, mindfulness, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional resilience, self-care routine. Verbs: To relax, to breathe deeply, to reflect, to unwind, to focus, to manage stress, to practice mindfulness, to release tension, to heal, to recharge.
Adjectives: Calm, centred, relaxed, peaceful, mindful, resilient, self-aware, balanced, focused, compassionate,
refreshed. Adverbs: Calmly, peacefully, mindfully, positively, emotionally.
Vocabulary for creating a personal wardrobe and sustainable fashion: Nouns: Fashion, sustainability, ethical
fashion, upcycling, capsule wardrobe, versatile pieces, eco-friendly, conscious consumerism, slow fashion,
fabrics, tailoring, style, trends, fashion choices. Verbs: To create, to design, to upcycle, to recycle, to customise,
to purchase sustainably, to invest in, to choose consciously, to reduce waste, to shop ethically, to mix and match, to style, to declutter. Adjectives: Sustainable, eco-friendly, versatile, timeless, fashionable, ethical, second-hand, minimalist, classic, stylish, conscious, durable, customisable. Adverbs: Consciously, sustainably,
ethically, thoughtfully.
Target Grammatical Structures in Use:-Passive Voice of Past Tenses for Narration and Daily Conversations: (The concept of mindfulness was
introduced to me by a friend).
-Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the
Past Perfect Progressive Tense): (I started practicing mindfulness last year. She had designed her own clothes
before she joined a fashion course).
Functions of Target Language Grammar in Use:-Use of Passive Voice of Past Tenses for Narration and Daily Conversations: Describing past events or situations
with a focus on the action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions.-Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect
Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts.
*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 Expressions:
Let's recharge our batteries. We're so tired!
I will take a walk to clear my head!
Out with the old, in with the new for eco-friendly outfits!
Go the extra mile by using only recycled fabrics!
Target Phonological Sounds in Use:-Intonation for positive statements, negative statements, 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.8.3.L1 | Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". |
| ENG.8.3.L2 | Students can bring together the information in the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". |
| ENG.8.3.L3 | Students can make sense of and derive meaning from the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". |
| ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" in relation to themselves or others, both individually and/or with others. |
| ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" to develop holistic and conscious pronunciation skills after recognising them in context. |
| ENG.8.3.R1 | Students can prepare for reading the content on "personal life and well-being with self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" efficiently and effectively. |
| ENG.8.3.R2 | Students can bring information together about the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and |

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| | sustainable fashion” through skimming, scanning, and detailed reading. |
| ENG.8.3.R3 | Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. |
| ENG.8.3.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 self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. |
| ENG.8.3.V1 | Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” after recognising them in context and developing their conscious and inductive vocabulary learning skills. |
| ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W3. Students can construct new written content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” based on their understanding of the model(s) provided.ENG.8.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W6. Students can reconstruct their writing about the current theme on “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to communicate effectively about it.ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S2. Students can analyse and understand the model content related to “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to support the production of spoken language.ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S4. Students can construct meaningful spoken content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through efficient and meaningful practice.ENG.8.3.S5. Students can reconstruct the information about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” when communicating with others.ENG.8.3.S6. Students can reflect on their experiences, thoughts, ideas, and |

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| | feelings related to the<br>speaking process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” 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 form a journal to reflect on self-care, mindfulness, and sustainable fashion. (In their entries, they will use past tenses and the passive voice to describe their experiences). For example, they might write, “I started practising mindfulness last year” or “The concept of mindfulness was introduced to me by a friend”. They will also narrate their efforts in sustainable fashion, such as “I had redesigned my old clothes before donating them” or “These eco-friendly materials were chosen for my outfits”. The journal will include visuals like drawings or collages to display their journey. Students will share their journals, explaining their reflections using the target grammar structures. 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 8) · 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.