22. Hafta

1–5 Mart · 2. dönem · 5 ders saati

TEMA / ÜNİTE

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

KONU / METİN

Sub-themes: “City development and city services; future of cities”.
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for city development and city services: Nouns: An affordable housing, a community service, a commercial district, green spaces, housing, an infrastructure, a municipality, a pedestrian zone, a public amenity, a public safety, a public transport, a residential area, a sustainable development, a traffic congestion,
an urbanisation, an urban planning, an urban renewal, a waste management, a zoning. Adjectives: Affordable,
public, residential, sustainable, urban. Verbs: To manage, to plan, to renew, to sustain, to urbanise, to zone. Adverbs: Efficiently, sustainably, strategically, equally, effectively, safely, economically, gradually, environmentally, innovatively, inclusively, fairly, smoothly.
Vocabulary for future of cities: Nouns: A smart city, a sustainable city, an urban farming, a green infrastructure,
a renewable energy, public amenities, an urban mobility, a carbon footprint, an urbanisation. Verbs: To innovate,
to sustain, to optimise, to regenerate, to integrate, to digitise, to automate, to electrify. Adjectives: Sustainable,
innovative, eco-friendly, resilient, efficient, connected, inclusive, smart, renewable. Adverbs: Sustainably, innovatively, resiliently, smartly, eco-friendly, globally, environmentally, digitally, efficiently.
Target Grammatical Structures in Use:-Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past
Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He said they had improved
the infrastructure the previous year. He said that they had been planning an urban renewal project. He said
they had already optimized the city’s public transport system. He stated they had been working on affordable
housing for years). -Causatives: Had something done (The urban planners had the community services evaluated for better
efficiency).
Functions of Target Language Grammar in Use:-Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past
Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Reporting what someone else
has said or shared about past situations, completed actions, or past experiences in a more polite and objective
way.-Use of Causatives: Had something done: Describing situations where someone arranges or causes another

person to do something for them.
*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:
That area is just a stone’s throw away.
New technology is shaping the future.
We have created a sense of belonging in this community.
Innovation is the driving force in our city!
Target Phonological Sounds in Use:
f, g, h, i, j, k
Vowels: i: (/aɪ/, /ɪ/, /i:/)
Consonants: f: (/f/); g: (/g/, /d /,silent /g/); h: (/h/), silent /h/); j: (/d e /d /)k: (/k/, silent /k/)
*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.8.5.L1	Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”. (önceki haftalardan devam)
ENG.8.5.L2	Students can bring together the information in the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.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 and social life with city development and city services; future of cities” to develop holistic and conscious pronunciation skills after recognising them in context. (önceki haftalardan devam)
ENG.8.5.R1	Students can prepare for reading the content on “life in the neighbourhood and city and social life with city development and city services; future of cities” efficiently and effectively.ENG.8.5.R2. Students can bring information together about the current content on “life in the neighbourhood

Kod	Öğrenme çıktısı
	and city and social life with city development and city services; future of cities” through skimming, scanning and detailed reading.ENG.8.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.5.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 and social life with city development and city services; future of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness raising and discovery.ENG.8.5.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities”.ENG.8.5.W3. Students can construct new written content on “life in the neighbourhood and city and social life with city development and city services; future of cities” based on their understanding of the model(s) provided.ENG.8.5.W4. Students can practise producing written content based on the current theme “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood and city and social life with city development and city services; future of cities” to communicate effectively about it.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.S2. Students can analyse and understand the model content related to “life in the neighbourhood and city and social life with city development and city services; future of cities” to support the production of spoken language.ENG.8.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.S4. Students can construct meaningful spoken content about “life in the neighbourhood and city and social life with city development and city services; future of cities” through efficient and meaningful practice.ENG.8.5.S5. Students can reconstruct the information about “life in the neighbourhood and city and social life with city development and city services; future of cities” when communicating with others.ENG.8.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others. (önceki haftalardan devam)

ÖLÇME VE DEĞERLENDİRME

EVALUATION FOR THE SKILLS AND THE CONTENT:
PERFORMANCE ASSIGNMENT: Students will design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion or improving public safety. The poster should include a clear title, a description of the content, the purpose of the project, and how it will benefit the community. It must also feature key details such as the date, time, and location of any planned activities, along with a call-to-action encouraging community participation. Students should use pictures, photos, visuals, headings, and form text to make the poster engaging and informative. When they complete it, students will present their posters to the class, explaining the goals of the project, their role in the initiative, and the impact they hope to achieve. 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.