# 29. Hafta

26–30 Nisan · 2. dönem · 5 ders saati

TEMA / ÜNİTE

## Theme 7: Lıfe In Nature & Global Problems

KONU / METİN

Sub-themes: Impact of technology on global issues; impact of consumerism on people's life and nature
Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for impact of technology on global issues: Nouns: An analysis, an application, a benefit, a challenge, data (plural) (datum-singular), development, a device, an impact, an innovation, a patient, privacy, a robot, technology, a treatment. Verbs: To analyse, to apply, to benefit, to develop, to diagnose, to implement, to process, to treat. Adjectives: Advanced, beneficial, challenging, innovative, medical, technological. Adverbs: Accurately.
Vocabulary for impact of consumerism on people's life and nature: Nouns: Consumption, environment, pollution, a resource, a waste. Verbs: To consume, to pollute, to purchase. Adjectives: Durable, environmental,
wasteful. Adverbs: Excessively, environmentally.
Target Grammatical Structures in Use:
Target Language Grammar in Use:-Reported Speech: Modals in the Past for Reporting in Daily Speech: (The commission explained that the aid
could have been distributed faster if the roads hadn't been blocked).-Modals in the Past: (The evacuation should have been carried out earlier to save more lives).- "Could have V3": (It could have been Sarah making the noise last night).- "Must have V3" (She must have been asleep when I walked in the room).- "Need have V3" (You needn't have gotten up so early). - "Should have V3" (They should have arrived a long time ago).- "Would have V3": (He would have helped you if you had asked him).- "Can't have V3": (They can't have been at school).
Functions of Target Grammatical Structures in Use:-Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion,
obligation or assumption.-Use of Modals in the Past: Expressing past possibilities, obligations, and regrets.
*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:
Our teacher is always in the driver’s seat!
Our “throw away society” consumes too much!
This tech team is at the cutting edge!
We need to protect the environment to reach the light at the end of the tunnel.
Target Phonological Sounds in Use:
Vowel: u
Consonants: q, r, s, t
Vowel: u: (/ju /, / /, /u /, 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.8.7.L1 | Students can prepare and get ready for listening (to)/watching about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”. |
| ENG.8.7.L2 | Students can bring together the information in the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.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 nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.ENG.8.7.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 nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to develop holistic and conscious pronunciation skills after recognising them in context. |
| ENG.8.7.R1 | Students can prepare for reading the content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” efficiently and effectively.ENG.8.7.R2. Students can bring information together about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” through skimming, scanning and detailed reading.ENG.8.7.R3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.ENG.8.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with impact of technology on |

| Kod | Öğrenme çıktısı |
| --- | --- |
| | global issues; impact of consumerism on people's life and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W3. Students can construct new written content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" based on their understanding of the model(s) provided.ENG.8.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to communicate effectively about it.ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S2. Students can analyse and understand the model content related to "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to support the production of spoken language.ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" through efficient and meaningful practice.ENG.8.7.S5. Students can reconstruct the information about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" when communicating with others.ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" 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 write a "future diary" about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies, like AI, robots, and robotics, could change life and how consumer habits impact people's lives and nature. They will write about how robots might help people at work, in schools, or at home, and

what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

### BELİRLİ GÜN VE HAFTALAR

29 April,
Kût'ül Amâre Victory

1 May, Labour Day

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.