

8. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

8. sınıf programı, Avrupa Ortak Başvuru Metninde belirlenen düzeylerden A2 (Temel Düzey Kullanıcı/Temel Gereksinim) düzeyine denk gelmektedir. 12 yaş çocuklarında grubunda geliştirilmesi beklenen beceriler dinleme ve konuşma ve ikincil olarak da okuma ve yazmadır. 8. sınıf programının genel öğrenme hedeflerini, 7. sınıf programında olduğu gibi, Avrupa Ortak Başvuru Metninin A2 Düzeyi için bütüncül basamakta belirlediği genel kazanımlar oluşturmaktadır. Bu noktadan hareketle, yine 10 ünite üzerinden şekillendirilen 8. sınıf İngilizce programının tamamlanması halinde dili öğrenen/kullanıcıların elde etmesi beklenen kazanımlar, dinleme- anlama, sözlü etkileşim, sözlü anlatım, okuma- anlama, yazma becerileri ile strateji ve tutum başlıkları altında aşağıda verilen çerçeve programda belirtilmiştir. 7. sınıf itibarıyla dört beceriyi de birleştiren öğretim programında 8. sınıfla beraber özellikle yazma becerisi açısından tümce düzeyinin ötesinde ve farklı amaçlara yönelik çeşitli türlerde metin yazma etkinlikleri de ön plana çıkmıştır. İşlev- ve iletişim-odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi hedeflenen iletişimsel işlevler ve sözcükler/sözcük öbekleri bir konu bütünlüğü içinde belirlenmiş ve bağlamlandırılarak sunulmuştur. Dili öğrenen/kullanıcıların dilisel üretimlerine zemin oluşturacak zenginlikte ve anlaşılabilirlikte bir dilsel girdi sağlayacak ve buna paralel olarak seçilmiş etkinlik ve görevlerle mevcut dilsel beceri ve kaynaklarını kullanarak geliştirebilecekleri bir öğrenme programı hazırlanmıştır. Programın içeriği belirlenirken çocukluktan yetişkinliğe geçişin ilk aşamasını deneyimleyen 12 yaş grubu çocuklarının gelişim özellikleri öncelikli olarak göz önünde bulundurulmuştur. Ayrıca, önceki sınıflarda olduğu gibi, bu sınıfta da dili öğrenen/kullanıcıların <http://adp.meb.gov.tr> adresinde bulunan portfolyo değerlendirme çalışmalarına bireysel olarak katılması özendirilmelidir. Dosyaların içerikleri dili öğrenen/kullanıcıların bireysel portfolyosuna konulmalı ve öğrencinin gelişimi takip edilmelidir.

Temel Düzey Kullanıcı

Ara ya da Temel Gereksinim Düzeyi (A2) Ortak Yeti Açıklamaları

Tek cümleleri ve doğrudan öncelik alanlarıyla (sözelimi ya da kişisel bilgiler ve aile bilgileri, alışverişler, yakın çevre, iş) ilişkili olarak sıklıkla kullanılan deyimleri anlayabilir. Bildik ve alışlagelen konular üzerinde yalnızca ya da dolaysız bilgi alışverişini gerektiren basit ve bildik etkinlikler çerçevesinde iletişim kurabilir. Eğitimi, dolaysız çevresini ya da yollardan betimleyebilir ve dolaysız gereksinimlerine denk düşen konuları tartışabilir.

8. SINIF / 8th GRADE

Unit/Theme	Communicative Functions and Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
1 <i>Friendship</i>	Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates	back up best friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s pajama party, -ies secret, -s sharing sleepover, -s slumber party, -ies support	Texts Conversations Diaries/Journal Entries E-mails Maps SMS	Project • Students work in pairs and role play inviting their best friend to their home OR write their dialogs about three parts of their visit. Welcoming and coming in. Serving foods/ drinks and chatting. Seeing him/her off and inviting him/her again.
	Listening • Students will be able to understand the overall meaning of short recorded conversations on everyday topics such as accepting and refusing an offer/invitation; apologizing; and making simple inquiries.		Activities Guessing word meaning from context Listening Matching Reading Comprehension Questions	
	Spoken Interaction • Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation; apologizing; and making simple inquiries.		Real-life tasks Role-play and Simulations Speaking	Dossier • Students start filling in the European Language Portfolio.
	Spoken Production • Students will be able to accept and refuse an offer/invitation, give reasons, apologize and make simple inquiries as a short series of simple phrases and sentences.	Are you busy tomorrow evening? — No, not at all. Why? Would you like to come over tomorrow? — I'm sorry, but I can't. My cousin is coming tomorrow. — Sure, that sounds fun! Would you like some fruit juice? — Yes, I'd love some. — No, thanks. I'm full. — Yeah, that would be great. How about a slumber party at my house this Saturday? — Sure, it sounds awesome. — Yeah, why not. — I'll text our friends to come over at 7 o'clock then.		
	Reading • Students will be able to read very short, simple texts on friendship and similar familiar topics. Students will be able to understand short, simple offers, invitation letters, etc.			
	Writing • Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.			
	Compensation Strategies • Students will be able to easily ask and answer questions and exchange ideas and information.			

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2	Describing the frequency of actions Expressing likes and dislikes Expressing preferences Making simple inquiries Stating personal opinions Listening <ul style="list-style-type: none">• Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer. Spoken Interaction <ul style="list-style-type: none">• Students will be able to ask what people do regularly and respond to questions about the actions they regularly do. Spoken Production <ul style="list-style-type: none">• Students will be able to express what they prefer, like and dislike.• Students will be able to give a simple description of daily routines, using a short series of simple phrases and sentences. Reading <ul style="list-style-type: none">• Students will be able to read short, simple texts such as personal narratives about what people do regularly and their likes and dislikes. Writing <ul style="list-style-type: none">• Students will be able to write a short paragraph about the actions they do regularly. Attitudes <ul style="list-style-type: none">• Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom. Intercultural Awareness <ul style="list-style-type: none">• Students will be able to recognize similarities and differences in teen culture in other countries by comparing music, movies, free time activities and home life.	argue casual fashion, -s impressive nerd, -s outfit, -s relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music I rarely/seldom go to the theater, but I love going to concerts. I love going to concerts. I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. I love shopping and buying trendy clothes. What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I am fond of being alone, so I usually stay in my room.	Texts Brochures Diaries/Journal Entries News Reports Personal Narratives Questionnaires Activities Arts and Crafts Chants and Songs Cognates Communicative Tasks Drawing and Coloring Flashcards Games Labeling Listening Matching Questions and Answers Reading Comprehension Questions Real-life Tasks Role-play and Simulations Skimming and Scanning Speaking	Project <ul style="list-style-type: none">• Students work in pairs or groups. They create an imaginary music band and prepare a CD cover showing the band's name, instruments and song titles. Then, they have an interview with one of the members of the band asking about his/her life and his/her likes and preferences.

Teen Life

Unit/Theme	Communicative Functions and Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
3	Describing simple processes Expressing preferences Making simple inquiries Naming common objects	bitter boil chop dice fry mash oil pan, -s peel pour salty slice sour spicy tasty	Texts Conversations Instructions Jokes Phone Conversations Questionnaires Recipes	Projects: <ul style="list-style-type: none"> Students think of their favorite foods. They find the recipes and describe the preparation process using pictures.
	Listening <ul style="list-style-type: none"> Students will be able to get the gist of short, clear, simple descriptions of a process. 			
	Spoken Interaction <ul style="list-style-type: none"> Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. 			
	Spoken Production <ul style="list-style-type: none"> Students will be able to give a simple description or presentation of how bread is prepared. 			<ul style="list-style-type: none"> Students record a video describing typical Turkish foods for “visitors” from other countries.
	Cooking Reading <ul style="list-style-type: none"> Students will be able to understand the overall meaning of short texts related to process descriptions and derive the probable meaning of unknown words from the context. 	Do you prefer cooking pizza or pasta? — I love cooking and eating pizza. — I usually prefer cooking pasta.	Activities Arts and Crafts Cognates Labeling Listening Matching Reading Comprehension Questions Reordering Skimming and Scanning Speaking	
	Writing <ul style="list-style-type: none"> Students will be able to write a series of simple phrases and sentences linked with simple connectors like ‘first’, ‘second’, ‘finally,’ etc. to describe the process of how something is made, such as a cake. 	It’s easy to make a pizza. Let me tell you how to make a pizza. First, put some oil into a pan and heat it.		
	Compensation Strategies <ul style="list-style-type: none"> Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text. 	Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk.		
	Intercultural Awareness <ul style="list-style-type: none"> Students will be able to recognize cultural diversity in food choices through readings and discussion. 	Finally, pour the mixture into the hot pan. Do I use two or three eggs?		

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4 <i>Communication</i>	Expressing concern and sympathy Handling phone conversations Making simple inquiries Talking about plans	available connect contact dial engaged get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	Texts Notes Memos Messages Phone Conversations SMS Activities Communicative Tasks Guessing word meaning from context Listening Reading Comprehension Questions Real-life Tasks Role-play and Simulations Speaking	Project <ul style="list-style-type: none"> Students work in pairs to record a mock phone conversation in which they plan a weekend activity together.
	Listening <ul style="list-style-type: none"> Students will be able to understand phrases and the highest frequency vocabulary related to 'communication.' Students will be able to follow a phone conversation.			
	Spoken Interaction <ul style="list-style-type: none"> Students will be able to make a simple phone call asking and responding to questions. 			
	Spoken Production <ul style="list-style-type: none"> Students will be able to describe in simple terms their concerns, sympathy and future plans. 			
	Reading <ul style="list-style-type: none"> Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication. 	Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour.		
	Writing <ul style="list-style-type: none"> Students will be able to write a short e-mail message expressing their future plans and concerns. 			
	Compensation Strategies <ul style="list-style-type: none"> Students will be able to repeat their questions when someone does not understand them. 			
	Attitudes <ul style="list-style-type: none"> Students will be able to display a willingness to seek opportunities to practice English. 			

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5 <i>The Internet</i>	Accepting and refusing Giving explanations/reasons Making excuses Making simple requests Making simple inquiries Talking about plans Telling the time, days and dates	account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s upload	Texts Brochures E-mails Jokes News Reports Questionnaires SMS	Project • Students prepare a caricature or a poster to inform the students at their school about their Internet habits.
	Listening • Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic 'Internet' provided speech is clearly and slowly articulated.			
	Spoken Interaction • Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits.		Activities Chants and Songs Reading Comprehension Questions Real-life tasks	• Students prepare a short questionnaire to find out their friends' Internet habits and show the results to the class.
	Spoken Production • Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences.		Skimming and Scanning Speaking	
	Reading • Students will be able to identify main ideas in very short, simple texts about internet habits. • Students will be able to find specific, predictable information in simple materials such as news reports and brochures related to the topic 'Internet'.	I rarely email my friends, but I often use social networking sites. Would you be interested in joining us? — Yes, sure. Where are you going to meet? — I'm afraid I'm busy. Why don't we chat online at two o'clock? I want to tell you something. — I'm sorry, but I can't. I have a problem with the Internet. — What do you mean? — It isn't working right. — Do you mean the Internet connection? — I'm going to call you about this later, then.		
	Writing • Students will be able to write a basic paragraph to describe and explain their Internet habits by using simple connectors like 'and', 'but' and 'because'. • Students will be able to inquire about others' plans and respond to simple inquiries and requests.			
	Compensation Strategies • Students will be able to answer follow-up questions if asked for clarification. • Students will be able to express themselves by using several words to convey the intended meaning when they can't think of a word or expression.			

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6 Adventures	<p>Expressing preferences Giving explanations/reasons Making simple comparisons Making simple inquiries Stating personal opinions Talking about what people do regularly Talking about past events</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to identify the topic of an adventure-related discussion when it is conducted slowly and clearly. Students will be able to understand the main point in short, clear, simple messages and pronouncements on simple comparisons, preferences and reasons. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to interact with reasonable ease in short conversations, provided the other person helps when necessary. Students will be able to ask and answer questions and exchange ideas and information on and expressing preferences and giving reasons. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to use simple descriptive language to make brief statements about and compare sports and games. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to read very short, simple texts such as personal narratives, advertisements and brochures related to an adventure and find the main points in such materials. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write a short, simple paragraph comparing two objects. Students will be able to write a very simple brochure expressing their preference for sports and free time activities. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to clarify their questions when needed. 	<p>amusing canoeing caving challenging disappointing embarrassing entertaining extreme fascinating hang-gliding kayaking motor-racing rafting skateboarding take risks</p> <p>What do you prefer doing on summer holidays? — I would rather go rafting than canoeing because it is easier. — I prefer rafting to kayaking because it is more entertaining.</p> <p>I have tried skateboarding, but I didn't like it. Well, last year I attended a summer camp. We had many activities. I think canoeing was the most challenging of all. I think bungee-jumping is more/less dangerous and challenging than canoeing.</p>	<p>Texts Advertisements Brochures Catalogues Children's Encyclopedia Personal Narratives</p> <p>Activities Cognates Flashcards Listening Matching Real-life tasks Skimming and Scanning Speaking</p>	<p>Quiz or Exam Projects</p> <ul style="list-style-type: none"> Students search the Internet and find suitable towns/cities from their home country/the world for different kinds of adventures. They explain which three of these adventures they would choose and why by preparing a poster with visuals. Students plan an adventure trip and share the plan with the class, using posters or other visuals.

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7	Describing places Expressing preferences Giving explanations/reasons Making simple comparisons Stating personal opinions Talking about past events Listening <ul style="list-style-type: none"> Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly. Spoken Interaction <ul style="list-style-type: none"> Students will be able to exchange information on topics related to tourism and popular tourist attractions. Students will be able to describe their favorite tourist attractions by giving information about their location, important features and weather. Students will be able to make simple comparisons between different tourist attractions. Spoken Production <ul style="list-style-type: none"> Students will be able to describe their favorite tourist attractions by using simple phrases and sentences. Students will be able to express their preference for particular tourist attractions and give reasons. Reading <ul style="list-style-type: none"> Students will be able to read various texts such as advertisements, brochures, maps, etc. on tourism to find specific information. Writing <ul style="list-style-type: none"> Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s. Attitudes <ul style="list-style-type: none"> Students will be able to maintain concentration and motivation during a class period. 	all-inclusive ancient architecture attraction, -s bed and breakfast country side culture destination fascinating historic site, -s incredible resort, -s rural square urban Which one do you prefer? Historic sites or the seaside? —I'd rather visit historic sites, because to me, they are usually more interesting. —To me, historical architecture is more beautiful than modern buildings. What do you think about Rome? Did you enjoy your trip? —It was incredible. It's truly an ancient city. And the weather was just perfect. It is in fact usually warm and sunny in Rome. —The historic center is quite small, but it's fascinating. —I think/guess/believe/suppose it is exciting. —To me, it is lovely. —To me, it sounds/looks fascinating. I have gone to Italy three times already.	Texts Advertisements Brochures Diaries/Journal Entries Maps Personal Narratives Activities Games Labeling Reading Comprehension Questions Real-life Tasks Skimming and Scanning Speaking	Projects <ul style="list-style-type: none"> Students interview their friends and ask about their travel preferences (cultural, historical, cuisine), and then they prepare an itinerary plan using maps and pictures. Students prepare a short travel brochure for a city/place of their choice using visuals.

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10 Natural Forces	<p>Giving explanations/reasons Making comparisons Making predictions about the future Making simple inquiries Making simple suggestions Stating personal opinions</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to identify the main point of TV news and reports about natural disasters. Students will be able to understand phrases and expressions related to the same topic provided speech is clearly and slowly articulated. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to communicate in a simple task requiring a direct exchange of information on making predictions about the future of Planet Earth, asking and responding to questions. Students will be able to express reasons to support their predictions. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to make simple suggestions about saving the earth from natural disasters. Students will be able to express their personal opinions about the causes of natural disasters, giving reasons as a short series of simple phrases and sentences. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to identify specific information in simpler written texts containing the highest frequency vocabulary such as brochures and short newspaper articles that describe natural events. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write short, simple messages expressing predictions and giving reasons about the future of their planet by using simple connectors to give reasons. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to answer straightforward follow-up questions if asked for clarification. Students will be able to ask for more information to check their understanding when needed. 	<p>avalanche, -s disaster, -s drought, -s earthquake, -s flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es</p> <p>Does your family have a plan for an earthquake? — I don't think so. — I think we all should have one. It's very scary. — I think we will have water shortages in the future, because we waste too much water. So we should/must stop wasting water. — I think there will be serious droughts. So there should be programs to educate people to use less water.</p> <p>Do you think there will be a water shortage? — Shortage? What do you mean? — There won't be enough water.</p>	<p>Texts Brochures Children's Encyclopedia E-mails Maps News Reports Personal Narratives Weather Reports</p> <p>Activities Drawing and Coloring Listening Reading Comprehension Questions Real-life Tasks Speaking Skimming and Scanning</p>	<p>Quiz or Exam Projects</p> <ul style="list-style-type: none"> Students prepare a poster which shows possible natural disasters in the future and write about their causes. Students compare natural disasters. <p>Dossier</p> <ul style="list-style-type: none"> Students complete and hand in the European Language Portfolio.