

**2015 - 2016 EĞİTİM ÖĞRETİM YILI 8. SINIF İNGİLİZCE DERS KAZANIMLARININ
ÇALIŞMA TAKVİMİNE GÖRE DAĞILIM ÇİZELGESİ**

UNIT 1 FRIENDSHIP

Month	Week	Hour	FUNCTIONS	SKILLS
SEPTEMBER	5 th	4	Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates	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. 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. 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. 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.
OCTOBER	1 st & 2 nd	8		

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UNIT 2 TEEN LIFE				
OCTOBER	3 rd & 4 th	8	Describing the frequency of actions Expressing likes and dislikes Expressing preferences Making simple inquiries Stating personal opinions	Listening • 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 • Students will be able to ask what people do regularly and respond to questions about the actions they regularly do. Spoken Production • 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 • Students will be able to read short, simple texts such as personal narratives about what people do regularly and their likes and dislikes. Writing • Students will be able to write a short paragraph about the actions they do regularly. Attitudes • Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom. Intercultural Awareness • 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.
NOVEMBER	1 st	4		
UNIT 3 COOKING				
NOVEMBER	2 nd , 3 rd & 4 th	12	Describing simple processes Expressing preferences Making simple inquiries Naming common objects	Listening • Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction • 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 • Students will be able to give a simple description or presentation of how bread is prepared. Reading • 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. Writing • 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. Compensation Strategies • Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text. Intercultural Awareness • Students will be able to recognize cultural diversity in food choices through readings and discussion.
BİRİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV				
UNIT 4 COMMUNICATION				

DECEMBER	1 st , 2 nd , 3 rd , 4 th	16	Expressing concern and sympathy Handling phone conversations Making simple inquiries Talking about plans	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to understand phrases and the highest frequency vocabulary related to 'communication.' <p>Students will be able to follow a phone conversation.</p> <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to make a simple phone call asking and responding to questions. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to describe in simple terms their concerns, sympathy and future plans. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write a short e-mail message expressing their future plans and concerns. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to repeat their questions when someone does not understand them. <p>Attitudes</p> <ul style="list-style-type: none"> Students will be able to display a willingness to seek opportunities to practice English.
UNIT 5 THE INTERNET				
DECEMBER	5 th	4	Accepting and refusing Giving explanations/reasons Making excuses Making simple requests Making simple inquiries Talking about plans Telling the time, days and dates	<p>Listening</p> <ul style="list-style-type: none"> 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. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences. <p>Reading</p> <ul style="list-style-type: none"> 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'. <p>Writing</p> <ul style="list-style-type: none"> 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. <p>Compensation Strategies</p> <ul style="list-style-type: none"> 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
JANUARY	1 st , 2 nd , 3 rd	12		
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YARI YIL TATİLİ				
UNIT 6 ADVENTURES				

FEBRUARY	2 nd , 3 rd , 4 th	12	<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.
MARCH	1 st	4		

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UNIT 7 TOURISM

MARCH	2 nd & 3 rd , 4 th , 5 th	16	Describing places Describing the weather Expressing preferences Giving explanations/reasons Making simple comparisons Stating personal opinions Talking about past events	Listening • 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 • 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 • 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 • Students will be able to read various texts such as advertisements, brochures, maps, etc. on tourism to find specific information. Writing • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s. Attitudes • Students will be able to maintain concentration and motivation during a class period.
			UNIT 8 CHORES	
			APRIL	1 st & 2 nd , 3 rd , 4 th
İKİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV				
UNIT 9 SCIENCE				

MAY	1 st , 2 nd , 3 rd , 4 th	16	<p>Describing what people are doing now Describing what people do regularly Giving explanations/reasons Talking about past events</p>	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to recognize and report main ideas and key information in short recorded passages about the topic of science. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to ask people questions about what others are doing at the moment. Students will be able to involve in simple discussions about scientific achievements. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to talk about what people are doing. Students will be able to present information about scientific achievements by using a series of phrases and simple sentences. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to understand short simple texts related to what people are doing and/or usually do. Students will be able to identify main ideas and supporting details in short passages about science. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write simple sentences and phrases about what people are doing. Students will be able to write simple descriptions about scientific achievements. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to say when they do not understand. Students will be able to use a word or phrase that means the same thing when they can't think of a word. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> Students will be able to recognize science as a common human endeavor.
<p align="center">II. DÖNEM ÜÇÜNCÜ SINAV</p>				
<p align="center">UNIT 10 NATURAL FORCES</p>				

JUNE	1 st , 2 nd , 3 rd ,	12	<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.
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