

**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	<p>Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates</p>
OCTOBER	1 st & 2 nd	8	<p>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.</p>
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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	<p>Listening</p> <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. <p>Spoken Interaction</p> <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. <p>Spoken Production</p> <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. <p>Reading</p> <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. <p>Writing</p> <ul style="list-style-type: none"> • Students will be able to write a short paragraph about the actions they do regularly. <p>Attitudes</p> <ul style="list-style-type: none"> • Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom. <p>Intercultural Awareness</p> <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.
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	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to get the gist of short, clear, simple descriptions of a process. <p>Spoken Interaction</p> <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. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to give a simple description or presentation of how bread is prepared. <p>Reading</p> <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. <p>Writing</p> <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. <p>Compensation Strategies</p> <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. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> • Students will be able to recognize cultural diversity in food choices through readings and discussion.

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UNIT 4 COMMUNICATION

DECEMBER	1 st , 2 nd , 3 rd , 4 th	16	<p>Expressing concern and sympathy Handling phone conversations Making simple inquiries Talking about plans</p>	<p>Listening</p> <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. <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.
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UNIT 5 THE INTERNET

DECEMBER	5 th	4	<p>Accepting and refusing Giving explanations/reasons Making excuses Making simple requests Making simple inquiries Talking about plans Telling the time, days and dates</p>	<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 inquires 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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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		

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UNIT 7 TOURISM

MARCH	2 nd & 3 rd , 4 th , 5 th	16	<p>Describing places Describing the weather Expressing preferences Giving explanations/reasons Making simple comparisons Stating personal opinions Talking about past events</p>	<p>Listening</p> <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. <p>Spoken Interaction</p> <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. <p>Spoken Production</p> <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. <p>Reading</p> <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. <p>Writing</p> <ul style="list-style-type: none"> • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s. <p>Attitudes</p> <ul style="list-style-type: none"> • Students will be able to maintain concentration and motivation during a class period.
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UNIT 8 CHORES

APRIL	1 st & 2 nd , 3 rd , 4 th	16	<p>Expressing feelings Expressing likes and dislikes Expressing obligation Giving explanations/reasons Making simple inquiries Making simple suggestions</p>	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to identify the main point of a short talk describing the responsibilities of different people. • Students will be able to understand people's obligations, feelings and dislikes. • Students will be able to follow changes of topic during factual, short talks and form an idea of the main content. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to communicate during simple, routine tasks requiring a direct exchange of information asking about the responsibilities of others and expressing their own responsibilities. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to describe in simple terms their obligations, dislikes and feelings and make simple suggestions. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to read very short, simple diaries and journal entries describing a person's daily responsibilities. <p>Writing</p> <ul style="list-style-type: none"> • Students will be able to write short, simple poems about their feelings in relation to their obligations at home and school.
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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.
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UNIT 10 NATURAL FORCES				

JUNE	1st, 2nd, 3rd,	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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