

**MERKEZ YEŞİLOVA ORTAOKULU 2017-2018 EĞİTİM-ÖĞRETİM YILI
İNGİLİZCE DERSİ 8. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI**

8. SINIF / 8th GRADE

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>1 Friendship 1st Week 18-22 SEPTEMBER 2+2=4 hours</p> <p>2nd Week 25-29 SEPTEMBER 2+2=4 hours</p> <p>3rd Week 02-06 OCTOBER 2+2=4 hours</p> <p>4th Week 09-13 OCTOBER 2+2=4 hours</p>	<p>Accepting and refusing / Apologizing / Giving explanations and reasons Would you like to come over tomorrow? -I' m sorry, but I can' t come over because 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/stuffed. -Yeah, that would be great. How about a party at my house this Saturday? -Sure, it sounds good/great/awesome. -Yeah, why not. -I' ll text our friends to come over at 7 o' clock, then.</p> <p>Making simple inquiries Are you busy tomorrow evening? -No, not at all. Why? back up best/close/true friend, buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, ssecret, -sshare support trust</p>	<p>Listening E8.1.L1. Students will be able to understand the specific information in shortconversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries.</p> <p>Spoken Production E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons.</p> <p>Reading E8.1.R1. Students will be able to understand short and simple texts about friendship simple invitation letters, cards and e-mails..</p> <p>Writing E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.</p>	<p>Contexts Blogs, Diaries/Journal Entries E-mails, Illustrations, Lists News, Notes and Messages, Podcasts Posters, Questionnaires, Reports Songs, Stories, Tables, Videos Websites</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments · Students prepare a visual dictionary by including new vocabulary items.</p>

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<p>2 Teen Life 5th Week 16-20 OCTOBER 2+2=4 hours 6th Week 23-27 OCTOBER 2+2=4 hours 29th October Atatürk, the founder of Turkish Republic (29 Ekim Cumhuriyet Bayramı) 7th Week 30- OCTOBER 03-NOVEMBER 2+2=4 hours</p>	<p>Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) 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 rarely/seldom go to the theater. I am fond of/keen on camping. argue, casual fashion, -s, impressive relationship, -s, ridiculous serious, snob, -s teenager, -s, terrific trendy, unbearable <i>types of music</i></p>	<p>Listening E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction E8.2.SI1. Students will be able to talk about regular activities of teenagers. Spoken Production E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. Reading E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. Writing E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers.</p>	<p>Contexts Blogs, Diaries/Journal Entries E-mails, Illustrations, Lists News, Notes and Messages, Podcasts Posters, Questionnaires, Reports Songs, Stories, Tables, Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p>
FIRST WRITTEN EXAM			
<p>8th Week 06-10 NOVEMBER 2+2=4 hours 10th November, The anniversary of Atatürk's passing away (10 Kasım Atatürk'ü Anma Günü ve Atatürk Haftası)</p>			<p>Assignments · Students write a short and simple paragraph about a music band and state the characteristics of the band.</p>

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<p>3 In The Kitchen 9th Week 13-17 NOVEMBER 2+2=4 hours</p> <p>10th Week 20-24NOVEMBER 2+2=4 hours</p> <p>11th Week 27 NOVEMBER - - 01 DECEMBER 2+2=4 hours</p>	<p>Describing simple processes It' s easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan.</p> <p>Expressing preferences Do you prefer cooking pizza or pasta? -I love cooking and eating pizza. -I usually prefer cooking pasta.</p> <p>Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? Bake, bitter, boil, chop, flour Fry, ingredients kitchen tools (knife, spoon, fork, pan, plate, oven ...) meal, mix, oil, peel, pour, salty, slice, sour, spicy, tasty</p>	<p>Listening E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process.</p> <p>Spoken Interaction E8.3.SI1. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.</p> <p>Spoken Production E8.3.SP1. Students will be able to give a simple description about a process.</p> <p>Reading E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text.</p> <p>Writing E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.</p>	<p>Contexts Blogs, Diaries/Journal Entries E-mails, Illustrations, Lists News, Notes and Messages, Podcasts Posters, Questionnaires, Reports Songs, Stories, Tables, Videos Websites</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p>
<p>TEOG/MOS-28/29 KASIM</p>			
			<p>Assignments · Students keep expanding their visual dictionary by including new vocabulary items. · Students prepare a poster about their favorite meal and provide the preparation process.</p>

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<p>4 On The Phone 12th Week 04-08 DECEMBER 2+2=4 hours</p> <p>13th Week 11-15 DECEMBER 2+2=4 hours</p> <p>14th Week 18-22 DECEMBER 2+2=4 hours</p>	<p>Following phone conversations 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? Stating decisions taken at the time of speaking 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. [The phone rings] I will take that. available, connect, contact Dial, engaged, extension get/keep in touch, get back hang on/up, hold line, memo, -s pick up polite put someone through</p>	<p>Listening E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. Spoken Interaction E8.4.SI1. Students will be able to make a simple phone call asking and responding to questions. Spoken Production E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. Reading E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. Writing E8.4.W1. Students will be able to write short and simple conversations</p>	<p>Contexts Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games, Guessing Information/Opinion Gap Information Transfer Labeling, Matching Questions and Answers Reordering, Storytelling True/False/No information Assignments · Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems.</p>

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Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>5 The Internet 15th Week 25-29 DECEMBER 2+2=4 hours</p> <p>01 January New Year (1 Ocak 2015 Yılbaşı)</p> <p>16th Week 01-05 JANUARY 2+2=4 hours</p>	<p>Accepting and refusing / Making excuses Would you like to join our WhatsApp group? –Yes, sure/That sounds great. –No, thanks. I am really busy. Why don’ t we chat online at two o’ clock? I want to tell you something important. –I’ m sorry, but I can’ t. My internet is broken. What do you mean? Do you mean the Internet connection? –Yes. It isn’ t working properly. account, –s, attachment, –s browse browser, –s comment, –s confirm connection, –s delete download/upload log on/in/off register reply screen, –s search engine, –s sign in/up social networking site, –s website</p>	<p>Listening E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction E8.5.SI1. Students will be able to talk about their Internet habits. E8.5.SI2. Students will be able to Exchange information about the Internet. Spoken Production E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences.</p>	<p>Contexts Blogs, Diaries/Journal Entries E-mails, Illustrations, Lists News, Notes and Messages, Podcasts Posters, Questionnaires, Reports Songs, Stories, Tables, Videos Websites</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p>
<i>THIRD WRITTEN EXAM</i>			
<p>17th Week 08-12 JANUARY 2+2=4 hours</p> <p>18th Week 15- 19 JANUARY 2+2=4 hours</p>		<p>Reading E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. Writing E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.</p>	<p>Assignments · Students keep expanding their visual dictionary by including new vocabulary items. · Students prepare a poster to illustrate their internet habits and hang it on the classroom walls.</p>

8. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (2. DÖNEM)

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>6 Adventures 19th Week 05- 09 FEBRUARY 2+2=4 hours 20th Week 12- 16 FEBRUARY 2+2=4 hours 21ST Week 19- 23 FEBRUARY 2+2=4 hours 22nd Week 26- FEBRUARY 02 MARCH 2+2=4 hours</p>	<p>Expressing preferences / Giving explanations and reasons 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. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. Amusing bungee-jumping canoeing Caving challenging disappointing Entertaining exciting extreme sports, fascinating hang-gliding, kayaking motor-racing paragliding rafting skateboarding take risks</p>	<p>Listening E8.6.L1. Students will be able to follow a discussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. Spoken Interaction E8.6.SI1. Students will be able to interact with reasonable ease in short conversations. E8.6.SI2. Students will be able to talk about comparisons, preferences and their reasons. Spoken Production E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. Reading E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. Writing E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</p>	<p>Contexts Blogs, Diaries/Journal Entries E-mails, Illustrations, Lists News, Notes and Messages, Podcasts Posters, Questionnaires, Reports Songs, Stories, Tables, Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling, Matching Questions and Answers, Reordering Storytelling True/False/No information Assignments · Students search the Internet and find towns/cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports.</p>

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Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>7 Tourism 23rd Week 05- 09 MARCH 2+2=4 hours 24TH Week 12- 16 MARCH 2+2=4 hours 18th March The Remembrance of Çanakkale Martyrs (18 Mart Şehitleri Anma Günü ve Çanakkale Deniz Zaferi) 25th Week 19- 23 MARCH 2+2=4 hours 26th Week 26- 30 MARCH 2+2=4 hours</p>	<p>Describing places 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. Expressing preferences Which one do you prefer? Historic sites or the seaside? -I' d rather visit historic sites because they are usually more interesting. Giving explanations/reasons -I think/guess/believe/suppose it is exciting. -In my opinion/to me, it is lovely. -In my opinion/to me, it sounds/looks fascinating. Making comparisons -In my opinion/to me, historical architecture is more beautiful than modern architecture. -I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to ...? -Yes, I have. /-No, I have not. all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating rural,urban historic site, -sincredible resort,</p>	<p>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction E8.7.SI1. Students will be able to Exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard abouttheir favorite tourist attraction(s).</p>	<p>Contexts Advertisements, Blogs, Charts Diaries/Journal Entries, E-mails Illustrations, Maps, Lists, News Reports Notes and Messages Podcasts, Posters, Questionnaires Songs, Stories, Videos, Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p>
FIRST WRITTEN EXAM			<p>Assignments · Students keep expanding their visual dictionary by including new vocabulary items. · Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination.</p>

8. SINIF / 8th GRADE

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<p>8 Chores 27th Week 02- 06 APRIL 2+2=4 hours</p> <p>28th Week 09- 13 APRIL 2+2=4 hours</p> <p>29th Week 16- 20 APRIL 2+2=4 hours</p>	<p>Expressing likes and dislikes I like it when my parents give me some pocket money. I don' t like it when my mom asks too many questions.</p> <p>Expressing obligation Do you have to help your parents in housework? -Well, I must help my parents to set the table. -I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights.</p> <p>Expressing responsibilities I' m responsible for cooking dinner. S/he is in charge of taking out the garbage. Don' t you think it is necessary to tidy up your room? It is time to do the laundry. clean up do the laundry doing chores ironkeep quiet keep/break promisesload/empty the dishwasher make the bed obey the rules return boks set the table take out the garbage/trash tidy up to-do list wash/dry the dishes</p>	<p>Listening E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks.</p> <p>Spoken Interaction E8.8.SI2. Students will be able to talk about responsibilities.</p> <p>Spoken Production E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms.</p> <p>Reading E8.8.R1. Students will be able to understand various short and simple texts about responsibilities.</p> <p>Writing E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.</p>	<p>Contexts Advertisements, Blogs, Charts Diaries/Journal Entries, E-mails Illustrations, Maps, Lists, News Reports Notes and Messages Podcasts, Posters, Questionnaires Songs, Stories, Videos, Websites</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments · Students keep expanding their visual dictionary by including new vocabulary items. · Students write a short paragraph explaining the responsibilities of their family members.</p>

8. SINIF / 8th GRADE

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>9 Science 30th Week 23- 27 APRIL 2+2=4 hours 23rd April National Sovereignty and Children’s Day (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı) TEOG/MOS 25-26 NİSAN</p> <p>31ST Week 30- APRIL 04 - MAY 2+2=4 hours 1st May International Workers’ Day (1 Mayıs Emek ve Dayanışma Günü)</p> <p>32nd Week 07- 11 MAY 2+2=4 hours</p>	<p>Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? –I am reading a science fiction novel. –Currently, I am reading a book about space travel.</p> <p>Talking about past events Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar, gravity. , cell, –s, cure, –s discover, do an experiment explode, explore, find out genius, –es, high–tech invent lab, –s, process, –es, result, –s safety, scientific, search, succeed test tube, –s vaccination, –s</p>	<p>Listening E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science.</p> <p>Spoken Interaction E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements.</p> <p>Spoken Production E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way.</p> <p>Reading E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science.</p> <p>Writing E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph.</p>	<p>Contexts Advertisements, Blogs, Charts Diaries/Journal Entries, E-mails Illustrations, Maps, Lists, News Reports Notes and Messages Podcasts, Posters, Questionnaires Songs, Stories, Videos, Websites</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments · Students keep expanding their visual dictionary by including new vocabulary items. · Students prepare a poster about scientific inventions/ discoveries.</p>

8. SINIF / 8th GRADE

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10 Natural Forces 33 RD Week 14- 18 MAY 2+2=4 hours 19th May Youth and Sports Day (19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı) 34 th Week 21- 25 MAY 2+2=4 hours	Making predictions about the future (Giving reasons and results) -I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. -I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? -Yes. There won' t be enough water. -No. There will be a lot of rain in the future. , avalanche, -s disaster, -s, drought, -s earthquake, -s, erosion, flood, -s global warming, hurricane, -s land, slide, -s, melt, suffer survivor, -s, tornado, -es tsunami, s, volcano, -es	Listening E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters. Spoken Interaction E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Reading E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. Writing E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	Contexts Advertisements, Blogs, Charts Diaries/Journal Entries, E-mails Illustrations, Maps, Lists, News Reports Notes and Messages Podcasts, Posters, Questionnaires Songs, Stories, Videos, Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students complete and reflect on their visual dictionaries.
THIRD WRITTEN EXAM			
35 th Week 28- MAY- 01 JUNE 2+2=4 hours 36 th Week 04- 08 JUNE 2+2=4 hours			

İNGİLİZCE ÖĞRETMENİ

AYGÜL YILDIZ

OKUL MÜDÜRÜ

VEDAT YILMAZ