

**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 <sup>th</sup>	4	<p>Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates</p>
OCTOBER	1 <sup>st</sup> & 2 <sup>nd</sup>	8	<p><b>Listening</b> • 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. <b>Spoken Interaction</b> • 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. <b>Spoken Production</b> • 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. <b>Reading</b> • 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. <b>Writing</b> • Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation. <b>Compensation Strategies</b> • Students will be able to easily ask and answer questions and exchange ideas and information.</p>
<b>I. DÖNEM BİRİNCİ SINAV</b>			

**UNIT 2 TEEN LIFE**

<b>OCTOBER</b>	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>	<b>8</b>	Describing the frequency of actions Expressing likes and dislikes Expressing preferences Making simple inquiries Stating personal opinions	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Students will be able to ask what people do regularly and respond to questions about the actions they regularly do.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to express what they prefer, like and dislike.</li> <li>• Students will be able to give a simple description of daily routines, using a short series of simple phrases and sentences.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read short, simple texts such as personal narratives about what people do regularly and their likes and dislikes.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to write a short paragraph about the actions they do regularly.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom.</li> </ul> <p><b>Intercultural Awareness</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

**UNIT 3 COOKING**

<b>NOVEMBER</b>	<b>2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup></b>	<b>12</b>	Describing simple processes Expressing preferences Making simple inquiries Naming common objects	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to get the gist of short, clear, simple descriptions of a process.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to give a simple description or presentation of how bread is prepared.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Compensation Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text.</li> </ul> <p><b>Intercultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Students will be able to recognize cultural diversity in food choices through readings and discussion.</li> </ul>

**BİRİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV**

**UNIT 4 COMMUNICATION**

<b>DECEMBER</b>	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>	16	<p>Expressing concern and sympathy Handling phone conversations Making simple inquiries Talking about plans</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand phrases and the highest frequency vocabulary related to ‘communication.’ Students will be able to follow a phone conversation.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Students will be able to make a simple phone call asking and responding to questions.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe in simple terms their concerns, sympathy and future plans.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to write a short e-mail message expressing their future plans and concerns.</li> </ul> <p><b>Compensation Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be able to repeat their questions when someone does not understand them.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Students will be able to display a willingness to seek opportunities to practice English.</li> </ul>
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### UNIT 5 THE INTERNET

<b>DECEMBER</b>	5 <sup>th</sup>	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><b>Listening</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify main ideas in very short, simple texts about internet habits.</li> <li>• Students will be able to find specific, predictable information in simple materials such as news reports and brochures related to the topic ‘Internet’.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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’.</li> <li>• Students will be able to inquire about others’ plans and respond to simple inquires and requests.</li> </ul> <p><b>Compensation Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be able to answer follow-up questions if asked for clarification.</li> <li>• 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</li> </ul>
<b>JANUARY</b>	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	12		

### I. DÖNEM ÜÇÜNCÜ SINAV

### YARI YIL TATİLİ

### UNIT 6 ADVENTURES

<b>FEBRUARY</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>	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><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the topic of an adventure-related discussion when it is conducted slowly and clearly.</li> <li>• Students will be able to understand the main point in short, clear, simple messages and pronouncements on simple comparisons, preferences and reasons.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Students will be able to interact with reasonable ease in short conversations, provided the other person helps when necessary.</li> <li>• Students will be able to ask and answer questions and exchange ideas and information on and expressing preferences and giving reasons.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use simple descriptive language to make brief statements about and compare sports and games.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to write a short, simple paragraph comparing two objects.</li> <li>• Students will be able to write a very simple brochure expressing their preference for sports and free time activities.</li> </ul> <p><b>Compensation Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be able to clarify their questions when needed.</li> </ul>
	<b>MARCH</b>	1 <sup>ST</sup>		

## II. DÖNEM BİRİNCİ SINAV

### UNIT 7 TOURISM

<b>MARCH</b>	2 <sup>nd</sup> & 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	16	<p>Describing places Describing the weather Expressing preferences Giving explanations/reasons Making simple comparisons Stating personal opinions Talking about past events</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Students will be able to exchange information on topics related to tourism and popular tourist attractions.</li> <li>• Students will be able to describe their favorite tourist attractions by giving information about their location, important features and weather.</li> <li>• Students will be able to make simple comparisons between different tourist attractions.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe their favorite tourist attractions by using simple phrases and sentences.</li> <li>• Students will be able to express their preference for particular tourist attractions and give reasons.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read various texts such as advertisements, brochures, maps, etc. on tourism to find specific information.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Students will be able to maintain concentration and motivation during a class period.</li> </ul>
	<b>UNIT 8 CHORES</b>			

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

**UNIT 9 SCIENCE**

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

<p style="text-align: center;"><b>JUNE</b></p>	<p style="text-align: center;">1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>,</p>	<p style="text-align: center;">12</p>	<p>Giving explanations/reasons          Making comparisons          Making predictions about the future          Making simple inquiries          Making simple suggestions          Stating personal opinions</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the main point of TV news and reports about natural disasters.</li> <li>• Students will be able to understand phrases and expressions related to the same topic provided speech is clearly and slowly articulated.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will be able to express reasons to support their predictions.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students will be able to make simple suggestions about saving the earth from natural disasters.</li> <li>• 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.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Compensation Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be able to answer straightforward follow-up questions if asked for clarification.</li> <li>• Students will be able to ask for more information to check their understanding when needed.</li> </ul>
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