

**2016 - 2017 EĞİTİM ÖĞRETİM YILI 8. SINIF İNGİLİZCE DERS KAZANIMLARININ  
ÇALIŞMA TAKVİMİNE GÖRE DAĞILIM ÇİZELGESİ**

UNIT 1 FRIENDSHIP				
Month	Week	Hour	FUNCTIONS	SKILLS
SEPTEMBER	3 <sup>rd</sup> &4 <sup>th</sup> ( 19- 30.09.2016)	8	Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• 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.</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 structured situations and short conversations involving accepting and refusing an offer/invitation; apologizing; and making simple inquiries.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.</li> </ul> <p><b>Compensation Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be able to easily ask and answer questions and exchange ideas and information.</li> </ul>
OCTOBER	1 <sup>st</sup> (03-07.10. 2016)	4		
<b>I. DÖNEM BİRİNCİ SINAV</b>				

UNIT 2 TEEN LIFE			
<b>OCTOBER</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> (10– 28.10.2016)	12	<p>Describing the frequency of actions Expressing likes and dislikes Expressing preferences Making simple inquiries Stating personal opinions</p> <p><b>Listening</b> • Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer. <b>Spoken Interaction</b> • Students will be able to ask what people do regularly and respond to questions about the actions they regularly do. <b>Spoken Production</b> • 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. <b>Reading</b> • Students will be able to read short, simple texts such as personal narratives about what people do regularly and their likes and dislikes. <b>Writing</b> • Students will be able to write a short paragraph about the actions they do regularly. <b>Attitudes</b> • Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom. <b>Intercultural Awareness</b> • 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.</p>
UNIT 3 COOKING			
<b>NOVEMBER</b>	1 <sup>st</sup> , 2 <sup>nd</sup> , & 3 <sup>rd</sup> (31.10- 18.11.2016)	12	<p>Describing simple processes Expressing preferences Making simple inquiries Naming common objects</p> <p><b>Listening</b> • Students will be able to get the gist of short, clear, simple descriptions of a process. <b>Spoken Interaction</b> • Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. <b>Spoken Production</b> • Students will be able to give a simple description or presentation of how bread is prepared. <b>Reading</b> • 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. <b>Writing</b> • 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. <b>Compensation Strategies</b> • Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text. <b>Intercultural Awareness</b> • Students will be able to recognize cultural diversity in food choices through readings and discussion.</p>
<b>NOVEMBER</b> 4 <sup>th</sup> (23 – 24.11.2016)	<b>BİRİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV</b>		

## UNIT 4 COMMUNICATION

<b>NOVEMBER</b>	5 <sup>th</sup> (28-30.11.2016)	4	<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.’</li> <li>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>
<b>DECEMBER</b>	1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> (1-23.12.2016)	12		

## UNIT 5 THE INTERNET

<b>DECEMBER</b>	4 <sup>th</sup> (26-30.12.2016)	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> (02 – 20.01.2017)	12		

## I. DÖNEM ÜÇÜNCÜ SINAV

YARI YIL TATİLİ (23.01.2017)

**UNIT 6 ADVENTURES**

<b>FEBRUARY</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> (06-28.02.2017)	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> (01-03.03.2017)	4		

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UNIT 7 TOURISM			
<b>MARCH</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> (06-31.03.2017)	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>
UNIT 8 CHORES			
<b>APRIL</b>	1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> (03 – 28.04.2017)	12	<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>APRIL</b> <b>4<sup>th</sup></b> (26 – 27.04.2017)	<b>İKİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV</b>
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**UNIT 9 SCIENCE**

<b>MAY</b>	<b>1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> (01 – 19.05. 2017)</b>	<b>12</b>	<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>
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**II. DÖNEM ÜÇÜNCÜ SINAV**

**UNIT 10 NATURAL FORCES**

<p align="center"><b>MAY</b></p>	<p align="center">4<sup>th</sup> &amp; 5<sup>th</sup> ( 22 – 31.05.2017)</p>	<p align="center">8</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 align="center"><b>JUNE</b></p>	<p align="center">1<sup>st</sup> (01 – 09.06.2017)</p>	<p align="center">4</p>		<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>