**2019-2020 EĞİTİM-ÖĞRETİM YILI - ....................**

**8. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (1. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** (SÜRE) | | | **FUNCTIONS**  (HEDEF VE KAZANIMLAR) **NATIONAL DAYS** | **TOPICS**  (KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**  (YÖNTEM VE TEKNİKLER) | **MATERIALS**  (KULLANILAN EĞİTİM  TEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**  (DEĞERLENDİRME) |
| **MONTH** (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 09-13 SEPTEMBER | 2 | 2  2 | **Accepting**    **Apologizing**  **Giving explanations and reasons**  **Refusing**  **Making simple inquiries**  **Making simple inquiries** | **Unit 1: *Friendship*** | **Listening** • Students will be able to understand the specific information in short 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 structure a talk to make simple inquiries, give explanations and reas  ons.  **Reading** • Students will be able to understand short and simple texts about friendship. • Students will be able to understand short and simple invitation letters, cards and e-mails.  **Writing** • 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. | **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 Smeone Who …  Games  Guessing Information/Opinion Gap Information  Transfer - Labeling  Matching Questions and Answers Reordering Storytelling True/False/No information  **Assignments**  Students prepare a visual dictionary by including new vocabulary items |  |
| 16-20  SEPTEMBER | 3 | 2  2 |
| 23-27  SEPTEMBER | 3 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 30 SEPTEMBER -  04 OCTOBER | 1 | 2  2 | **Expressing likes and dislikes**  **Expressing likes and dislikes**  **Expressing preferences**  **Expressing preferences**  **Stating personal opinions**  **Stating personal opinions** | **Unit 2:**  ***Teen Life*** | **Listening** • Students will be able to understand phrases and expressions about regular activities of teenagers.  **Spoken Interaction** • Students will be able to talk about regular activities of teenagers.  **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 activities in a simple way.    **Writing** • Students will be able to write a short and simple paragraph about regular activities of teenagers. | **Contexts**  Blogs , Charts  Diaries/Journal Entries  E-mails  Illustrations - Lists - Menus Notes and Messages  Podcasts , Posters  Questionnaires  Reports , 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 write a short and simple paragraph about a music band and state the characterictics of the band. |  |
| 07-11  OCTOBER | 2 | 2  2 |
| 14-18  OCTOBER | 3 | 2  2 |
| 21-25  OCTOBER | 4 | 2  2 | **Describing Simple Processes** | **Unit 3:**  **In the kitchen** | **Reading** • Students will be able to understand short and simple texts about regular activities of teenagers. | **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games Guessing Information/Opinion Gap Information Transfer |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28 OCTOBER –  1 NOVEMBER | 5 | | 2  2 | **29th October**  **Atatürk, the founder of Turkish Republic**  (29 Ekim Cumhuriyet Bayramı)  **Describing simple processes**  **10th November,**  **The anniversary of Atatürk’s passing away**  (10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası)  **Describing simple processes**  **Expressing preferences**  **Making simple inquiries** | | **Unit 3:**  ***In the Kitchen*** | | **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 about a process.  **Reading** • Students will be able to understand the overall meaning of short texts about a process.  • Students will be able to guess the meaning of unknown words from the text.  **Writing** • Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | | **Contexts**  Blogs , Charts  Diaries/Journal Entries  E-mails, Illustrations  Lists , Menus  Notes and Messages  Podcasts , Posters  Questionnaires  Recipes , 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 keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process. | **FIRST WRITTEN EXAM**  **15.11.2018** | |
| 4-8  NOVEMBER | 1 | | 2  2 |
| 11-15  NOVEMBER | 3 | | 2  2 |
| **15-24 NOVEMBER**  **1st TERM BREAK** | | | | | | | | | | | | |
| 25-29  NOVEMBER | 4 | 2  2 | | **Following phone conversations**  **Following phone conversations**  **Following phone conversations**  **Following phone conversations**  **Stating decisions taken at the time of speaking**  **Stating decisions taken at the time of speaking**  **Stating decisions taken at the time of speaking**  **Stating decisions taken at the time of speaking** | **Unit 4:**  ***On the Phone*** | | **Listening** • Students will be able to understand phrases and related vocabulary items.  • Students will be able to follow a phone conversation.  **Spoken Interaction** • Students will be able to make a simple phone call asking and responding to questions.  **Spoken Production** • Students will be able to express their decisions taken at the moment of conversation.  **Reading** • Students will be able to understand short and simple texts with related vocabulary.  **Writing** • Students will be able to write short and simple conversations. | | **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. | | |  |
| 02-06  DECEMBER | 1 | 2  2 | |
| 09-13  DECEMBER | 2 | 2  2 | |
| 16-20  DECEMBER | 3 | 2  2 | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 23-27  DECEMBER | 4 | 4 | A**ccepting and refusing**  A**ccepting and refusing**  A**ccepting and refusing**  A**ccepting and refusing**  **Making excuses**  **Making excuses**  **Making excuses**  **Making excuses**  **making excuses**  **Making excuses** | **Unit 5:**  ***The Internet*** | **Listening** • Students will be able to understand the gist of oral texts.  • Students will be able to comprehend phrases and related vocabulary items.  **Spoken Interaction** • Students will be able to talk about their Internet habits.  • Students will be able to exchange information about the Internet.  **Spoken Production** • Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences.  **Reading** • Students will be able to identify main ideas in short and simple texts about internet habits.  • Students will be able to find specific information about the Internet in various texts.  **Writing** • Students will be able to write a basic paragraph to describe their internet habits. | **Contexts**  Blogs  Charts  Diaries/Journal Entries E-mails  Illustrations  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 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. | **SECOND WRITTEN EXAM**  **10.01.2019** |
| 24-28  DECEMBER | 5 | 4 |
| 30 DECEMBER  03 JANUARY | 1 | 4 |
| 06-10  JANUARY | 2 | 4 |
| 13-17  JANUARY | 3 | 4 |
| **JANUARY 18th – FEBRUARY 2nd :**  **THE END OF THE FIRST TERM** | | | | | | | |

**2019-2020 EĞİTİM-ÖĞRETİM YILI - ....................**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** (SÜRE) | | | **FUNCTIONS**  (HEDEF VE KAZANIMLAR) **NATIONAL DAYS** | **TOPICS**  (KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**  (YÖNTEM VE TEKNİKLER) | **MATERIALS**  (KULLANILAN EĞİTİM  TEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**  (DEĞERLENDİRME) |
| **MONTH**  (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 03-07  FEBRUARY | 1 | 2  2 | **Expressing preferences**  **Expressing**  **Preferences**  **Giving explanations**  **Giving reasons**  **Making comparisons**  **Making comparisons** | **Unit 6:**  ***Adventures*** | **Listening** • Students will be able to follow a discussion on adventures. • Students will be able to understand the main points of simple messages.  **Spoken Interaction** • Students will be able to interact with reasonable ease in short conversations. • Students will be able to talk about comparisons, preferences and their reasons.  **Spoken Production** • Students will be able to make comparisons about sports and games by using simple descriptive language.  **Reading** • Students will be able to understand short and simple texts to find the main points about adventures.  **Writing**  • Students will be able to write a short and simple paragraph comparing two objects. | **Contexts**  Blogs – Charts - Diaries/Journal Entries  E-mails - Illustrations - Lists Maps - News Notes and Messages – Podcasts- Posters Questionnaires Reports  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 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. |  |
| 10-14  FEBRUARY | 2 | 2  2 |
| 17-21  FEBRUARY | 3 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 24-28  FEBRUARY | 4 | 2  2 | **Describing places**  **Expressing preferences**  **Giving explanations**  **Giving reasons**  **Making comparisons**  **Talking about experiences** | **Unit 7:**  ***Tourism*** | **Listening** • Students will be able to understand and extract the specific information from short and simple oral texts.  **Spoken Interaction** • Students will be able to exchange information about tourism. • Students will be able to talk about their favorite tourist attractions by giving details.  **Spoken Production** • Students will be able to express their preferences for particular tourist attractions and give reasons. • Students will be able to make simple comparisons between different tourist attractions.  **Reading** • Students will be able to find specific information from various texts about tourism.  **Writing** • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). | **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**  Find Someone Who …  Games  Guessing  Information/Opinion Gap Information Transfer  Labeling - Matching  Questions and Answers Reordering - Storytelling True/False/No information  **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. | **FIRST WRITTEN EXAM**  **14.03.2019** |
| 02-06  MARCH | 1 | 2  2 |
| 09-13  MARCH | 2 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 16-20  MARCH | 3 | 2  2 | 18th March **The Remembrance of Çanakkale Martyrs**  (18 Mart Şehitleri Anma Günü ve Çanakkale Deniz Zaferi)  **Expressing likes and dislikes**  **Expressing likes and dislikes**  **Expressing obligation**  **Expressing responsibilities**  **Expressing responsibilities** | **Unit 8:**  ***Chores*** | **Listening** • Students will be able to identify the main points of a short talk describing the responsibilities of people.  • Students will be able to understand obligations, likes and dislikes in various oral texts.  • Students will be able to follow topic change during factual, short talks.  **Spoken Interaction** • Students will be able to interact during simple, routine tasks requiring a direct exchange of information.  • Students will be able to talk about responsibilities.  **Spoken Production** • Students will be able to express their obligations, likes and dislikes in simple terms.  **Reading** • Students will be able to understand various short and simple texts about responsibilities.  **Writing** • Students will be able to write short and simple poems/stories about their feelings and responsibilities. | **Contexts**  Advertisements  Blogs , Charts  Diaries/Journal Entries  E-mails , Illustrations  Maps , Lists  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 keep expanding their visual dictionary by including new vocabulary items.  • Students write a short paragraph explaining the responsibilities of their family members. |  |
| 23-27  MARCH | 4 | 2  2 |
| 30 MARCH -  03 APRIL | 1 | 2  2 |
| **06-12 APRIL - 2nd TERM BREAK** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 13-17  APRIL | 2 | 2  2 | **Describing the actions happening currently**  **Describing the actions happening currently**  **Talking about past events**  **Talking about past events**  **23rd April**  **National Sovereignty and Children’s Day**  (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)  **Talking about past events**  **Talking about past events**  **Talking about past events** | **Unit 9:**  ***Science*** | **Listening** • Students will be able to recognize main ideas and key information in short oral texts about science.  **Spoken Interaction** • Students will be able to talk about actions happening currently and in the past. • Students will be able to involve in simple discussions about scientific achievements.  **Spoken Production** • Students will be able to describe actions happening currently. • Students will be able to present information about scientific achievements in a simple way.  **Reading** • Students will be able to understand short and simple texts about actions happening currently and in the past. • Students will be able to identify main ideas and supporting details in short texts about science.  **Writing** • Students will be able to write simple descriptions of scientific achievements in a short paragraph. | **Contexts**  Advertisements  Blogs  Charts  Diaries/Journal Entries  E-mails  Illustrations  Lists  Maps  News  Notes and Messages  Podcasts  Posters  Questionnaires  Reports  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 keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries. |  |
| 20-23  APRIL | 3 | 2  2 |
| 27 APRIL -  1 MAY | 4 | 2  2 |
| 04-08  MAY | 1 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 11-15  MAY | 2 | 2  2 | Making predictions about the future **Making predictions about the future** Giving reasons and resultsGiving reasons and results19th May **Youth and Sports Day** (19 Mayıs Atatürk’ü Anma Gençlik ve Spor BayramıGiving reasons and resultsGiving reasons and resultsGiving reasons and results | **Unit 10:**  ***Natural Forces*** | **Listening** • Students will be able to identify the main points of TV news about natural forces and disasters..  **Spoken Interaction** • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters.  **Spoken Production** • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters.  **Reading** • Students will be able to identify specific information in simple texts about natural forces and disasters.  **Writing** • 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  Lists  Maps  News  Notes and Messages  Podcasts  Posters  Questionnaires  Reports  Songs  Stories  Videos  Weather Reports  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. | **SECOND WRITTEN EXAM**  **30.05.2019** |
| 18-22  MAY | 3 | 2  2 |
| 25-29  MAY | 4 | 2  2 |
| 01-05  JUNE | 1 | 2  2 |
| 08-12  JUNE | 2 | 2  2 | Revision  Revision | ***Consolidation*** |  |  |  |
| 15-19  JUNE | 2 | 2  2 | Revision  Revision | ***Consolidation*** |  |  |  |
| **THE END OF THE ACADEMIC YEAR** | | | | | | | |

**Bu plan; Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı 01.02.2013 tarih ve 6sayılı İlköğretim Kurumları (İlkokullar ve Ortaokullar)**

**İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programına göre hazırlanmıştır.**

|  |  |  |  |
| --- | --- | --- | --- |
| **İngilizceÖğretmeni** | **İngilizce Öğretmeni** | **İngilizce Öğretmeni** | **Uygundur**  **İngilizce Öğretmeni 09/09/2018** |
|  |  |  | **UNSAL CENGİZ**  **OKUL MÜDÜRÜ** |