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| **2018-2019 EĞİTİM-ÖĞRETİM YILI ……………………. ORTAOKULU 8. SINIFLAR SEÇMELİ İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | |
| **MONTH** | **WEEK** | **HOURS** | **FUNCTIONS** | **THEME** | **STUDY SKILLS**  [**WWW.OKANELT.COM**](http://WWW.OKANELT.COM) | **MATERIALS** | **EVALUATION** |
| **SEPTEMBER** | 17-21 | 2 | **• Accepting and refusing**  **• Apologizing**  **• Giving explanations**  **/reasons**  **• Making simple inquiries**  **• Telling the time, days and dates** | **THEME 1**  **FRIENDSHIP** | •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.  •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.  • 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.  • 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.  • Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.  • Students will be able to easily ask and answer questions and exchange ideas and information. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 24-28 | 2 |
| **OCTOBER** | 01-05 | 2 |

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| **OCTOBER** | 08-12 | 2 | **• Describing the frequency of actions**  **• Expressing likes and dislikes**  **• Expressing preferences**  **• Making simple inquiries**  **• Stating person opinions** | ***THEME 2***  ***TEEN LIFE*** | • Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer.  • Students will be able to ask what people do regularly and respond to questions about the actions they regularly do.  • 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.  • Students will be able to read short simple texts such as personal narratives about what people do regularly and their likes and dislikes.  • Students will be able to write a short paragraph about the actions they do regularly.  • Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom.  • 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. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 15-19 | 2 |
| 22-26 | 2 |
| **MONTH** | **WEEK** | **HOURS** | **FUNCTIONS** | **THEME** | **STUDY SKILLS** | **MATERIALS** | **EVALUATION** |
| **NOVEMBER** | 29-02 | 2 | **• Describing simple processes**  **• Expressing preferences**  **• Making simple inquiries**  **• Naming common objects** | ***THEME 3***  ***IN THE KITCHEN*** | • Students will be able to get the gist of short, clear, simple descriptions of a process.  • Students will be able to ask and answer questions and  exchange ideas and information on a topic related to  how something is processed  • Students will be able to give a simple description or presentation of how bread is prepared.  • Students will be able to understand the overall meaning of short texts related to process descriptions and derive the probable meanings of unknown words from the context.  • 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.  • Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text.  • Students will be able to recognize cultural diversity in food choices through readings and discussion. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 05-09 | 2 |
| 12-16 | 2 |
| 19-23 | 2 |

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| **NOVEMBER** | 26-30 | 2 | **• Expressing concern and sympathy**  **• Handling phone conversations**  **• Making simple inquiries**  **• Talking about plans** | ***THEME 4***  ***ON THE PHONE*** | • Students will be able to understand phrases and the highest frequency vocabulary related to communication.  • Students will be able to follow a phone conversation.  • Students will be able to make a simple phone call asking and responding to questions.  • Students will be able to describe in simple terms their concerns, sympathy and future plans.  • Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication.  • Students will be able to write a short email message expressing their future plans and concerns.  • Students will be able to repeat their questions when someone does not understand them.  • Students will be able to display a willingness to seek opportunities to practice English. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| **DECEMBER** | 03-07 | 2 |
| 10-14 | 2 |
| 17-21 | 2 |

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| **MONTH** | **WEEK** | **HOURS** | **FUNCTIONS** | **THEME** | **STUDY SKILLS** | **MATERIALS** | **EVALUATION** |
| **DECEMBER** | 24-28 | 2 | **• Accepting and refusing**  **• Giving explanations/**  **reasons**  **• Making excuses**  **• Making simple requests**  **• Making simple inquiries**  **• Talking about plans**  **• Telling the time, days and dates** | ***THEME 5***  ***THE INTERNET*** | • 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.  • Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits.  • Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences.  • 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”.  • Students will be able to write a basic  paragraph to describe and explain their  Internet habits by using simple connectors like “and, but, because”.  • Students will be able to inquire about others’ plans and respond to simple inquires and requests.  • 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. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| **JANUARY** | 31-04 | 2 |
| 07-11 | 2 |
| 14-18 | 2 |

**FIRST TERM HOLIDAY**

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| **FEBRUARY** | 04-08 | 2 | **• Expressing preferences**  **• Giving explanations/reasons**  **• Making simple comparisons**  **• Making simple inquiries**  **• Stating personal opinions**  **• Talking about what people do regularly**  **• Talking about past events** | ***THEME 6***  ***ADVENTURES*** | • 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.  • 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.  • Students will be able to use simple descriptive language to make brief statements about and compare sports and games.  • 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.  • 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.  • Students will be able to clarify their questions when needed. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 11-15 | 2 |
| 18-22 | 2 |

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| **MONTH** | **WEEK** | **HOURS** | **FUNCTIONS** | **THEME** | **STUDY SKILLS** | **MATERIALS** | **EVALUATION** |
| **FEBRUARY** | 25-01 | 2 | **• Describing places**  **• Describing the weather**  **• Expressing preferences**  **• Giving explanations/**  **reasons**  **• Making simple comparisons**  **• Stating personal opinions**  **• Talking about past events** | ***THEME 7***  ***TOURISM*** | • Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly.  • 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.  • 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.  • Students will be able to read various texts such as advertisements, brochures, maps, etc. on tourism to find specific information.  • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s.  • Students will be able to maintain concentration and motivation during a class period. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| **MARCH** | 04-08 | 2 |
| 11-15 | 2 |
| 18-22 | 2 |

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| **MARCH** | 25-29 | 2 | **• Expressing feelings**  **• Expressing likes and dislikes**  **• Expressing obligation**  **• Giving explanations/**  **reasons**  **• Making simple inquiries**  **• Making simple suggestions** | ***THEME 8***  ***CHORES*** | • 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.  • 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.  • Students will be able to describe in simple terms their obligations, dislikes and feelings and make simple suggestions.  • Students will be able to read very short, simple diaries and journal entries describing a person’s daily responsibilities.  • Students will be able to write short, simple poems about their feelings in relation to their obligations at home and school.  • Students will be able to maintain concentration and motivation during a class period. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids | . |
| **APRIL** | 01-05 | 2 |
| 08-12 | 2 |
| 15-19 | 2 |

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| **MONTH** | **WEEK** | **HOURS** | **FUNCTIONS** | **THEME** | **STUDY SKILLS** | **MATERIALS** | **EVALUATION** |
| **APRIL** | 23-26 | 2 | **• Describing what people are doing now**  **• Describing what people do regularly**  **• Giving explanations/reasons**  **• Talking about past events** | ***THEME 9***  ***SCIENCE*** | • Students will be able to recognize and report main ideas and key information in short recorded passages about the topic of science.  • 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.  • 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.  • 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.  • 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. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| **M AY** | 29-03 | 2 |
| 06-12 | 2 |
| 13-17 | 2 |
| **MAY** | 20-24 | 2 | **• Giving explanations/**  **reasons**  **• Making comparisons**  **• Making predictions about the future**  **• Making simple inquiries**  **• Making simple suggestions**  **• Stating personal opinions** | ***THEME 10***  ***NATURAL FORCES*** | • 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.  • 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.  • Students will be able to make simple suggestions about saving the Earth from natural disasters.  • 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.  • 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. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet |  |
| 27-31 | 2 |
| **JUNE** | 03-07 | 2 |
| **JUNE** | 10-14 | 2 | All  Units | GENERAL REVISION | Ss will be able answer questions about the topics that they studied during the year | Interactive board  Teacher’s resources  Worksheet |  |

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| **Okan GÜLTEKİN**  **İNGİLİZCE ÖĞRETMENİ**  [by](www.tumingilizce.com) [www.okanelt.com](http://www.okanelt.com) |  |  | **UYGUNDUR**  **19/09/2017** |
|  |  |  | **.....................................**  **OKUL MÜDÜRÜ** |