|  |
| --- |
| **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 overallmeaning of short recorded conversations on everydaytopics 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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids |  |
| 24-28 | 2 |
| **OCTOBER** | 01-05 | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual 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 andexchange ideas and information on a topic related tohow 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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids |  |
| 05-09 | 2 |
| 12-16 | 2 |
| 19-23 | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids |  |
| **DECEMBER** | 03-07 | 2 |
| 10-14 | 2 |
| 17-21 | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 basicparagraph to describe and explain theirInternet 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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids |  |
| **JANUARY** | 31-04 | 2 |
| 07-11 | 2 |
| 14-18 | 2 |

**FIRST TERM HOLIDAY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids |  |
| 11-15 | 2 |
| 18-22 | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  **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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids |  |
| **MARCH** | 04-08 |  2 |
| 11-15 | 2 |
| 18-22 | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual aids | . |
| **APRIL** | 01-05 | 2 |
| 08-12 | 2 |
| 15-19 | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheetEducational CDHand-made puppetsReal objectsPostersVisual 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 bookStudent’s workbookInteractive boardTeacher’s resourcesWorksheet |  |
| 27-31 | 2 |
| **JUNE** | 03-07 | 2 |
| **JUNE** | 10-14 | 2 | AllUnits | GENERAL REVISION | Ss will be able answer questions about the topics that they studied during the year | Interactive boardTeacher’s resourcesWorksheet |  |

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