**FEVZİ ÇAKMAK ORTAOKULU 2018-2019 EĞİTİM-ÖĞRETİM YILI**

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

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| **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) |
| 17-21 SEPTEMBER | 1 | 4 | **Accepting and refusing / Apologizing / Giving explanations and reasons**  **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 reasons.  **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 Someone 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 |  |
| 24-28  SEPTEMBER | 2 | 4 |
| 01-05  OCTOBER | 1 | 4 |

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| 08-12  OCTOBER | 2 | 4 | **Expressing likes and dislikes**  **Expressing preferences**  **Stating personal opinions (Making simple inquiries)** | **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.  **Reading** • Students will be able to understand short and simple texts about regular activities of teenagers.  **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. | **FIRST WRITTEN EXAM** |
| 15-19  OCTOBER | 3 | 4 |
| 22-26  OCTOBER | 4 | 4 |

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| 29-02  NOVEMBER | 1 | | 4 | **29th October**  **Atatürk, the founder of Turkish Republic**  (29 Ekim Cumhuriyet Bayramı)  **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. |  | |
| 05-09  NOVEMBER | 2 | | 4 |
| 12-16  NOVEMBER | 3 | | 4 |
|  | | |  | |
| 19-23  NOVEMBER | 4 | 4 | | **Following phone conversations**  **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. | | |  |
| 26-30  NOVEMBER | 1 | 4 | |
| 03-07  DECEMBER | 2 | 4 | |
| 10-14  DECEMBER | 3 | 4 | |

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| 17-21  DECEMBER | 4 | 4 | A**ccepting and refusing/ 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** |
| 24-28  DECEMBER | 5 | 4 |
| 31-04  JANUARY | 1 | 4 |
| 07-11  JANUARY | 2 | 4 |
| 14-18  JANUARY | 3 | 4 |
| **THE END OF THE FIRST TERM** | | | | | | | |

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

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| **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) |
| 04-08  FEBRUARY | 1 | 4 | **Expressing preferences / Giving explanations/reasons**  **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. |  |
| 11-15  FEBRUARY | 2 | 4 |
| 18-22  FEBRUARY | 3 | 4 |

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| 25-01  MARCH | 1 | 4 | **Describing places**  **Expressing preferences**  **Giving explanations/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** |
| 04-08  MARCH | 2 | 4 |
| 11-15  MARCH | 3 | 4 |

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| 18-22  MARCH | 4 | 4 | 18th March **The Remembrance of Çanakkale Martyrs**  (18 Mart Şehitleri Anma Günü ve Çanakkale Deniz Zaferi)  **Expressing likes and dislikes**  **Expressing obligation**  **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. |  |
| 25-29  MARCH | 5 | 4 |
| 01-05  APRIL | 1 | 4 |

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| 08-12  APRIL | 2 | 4 | **Describing the actions happening currently**  **Talking about past events**  **23rd April**  **National Sovereignty and Children’s Day**  (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı) | **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. |  |
| 15-19  APRIL | 3 | 4 |
| 22-26  APRIL | 4 | 4 |
| 29-03  MAY | 1 | 4 |

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| 06-10  MAY | 2 | 4 | Making predictions about the future (Giving reasons and results)19th May **Youth and Sports Day**  (19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı) | **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** |
| 13-17  MAY | 3 | 4 |
| 20-24  MAY | 4 | 4 |
| 27-31  MAY | 1 | 4 |
| 03-07  JUNE | 2 | 4 | Revision | ***Consolidation*** |  |  |  |
| 10-14  JUNE | 2 | 4 | Revision | ***Consolidation*** |  |  |  |
| **THE END OF THE ACADEMIC YEAR** | | | | | | | |

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**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.**

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| **İngilizce Öğretmeni** |  |  | **Uygundur**  **10/09/2018** |
| **Latife BALIKÇI** |  |  | **Haci YÜKSELER**  **OKUL MÜDÜRÜ** |