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| **2020-2021 EĞİTİM-ÖĞRETİM YILI ……………………… ORTAOKULU 8. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **SEPTEMBER** | 21-25 |  | **1- Friendship** | **Acepting and refusing / Apologizing / Giving explanations and reasons**  Would you like to come over tomorrow?  -I’m sorry, but I can’t come over because my cousin is coming tomorrow.  -Sure, that sounds fun!  Would you like some fruit juice?  -Yes, I’d love some.  -No, thanks. I’m full / stuffed.  -Yeah, that would be great.How about going to the cinema this Saturday?  -Sure, it sounds good / great / awesome.  -Yeah, why not.  -I’ll text our friends to come over at7 o’clock, then.  **Making simple inquiries**  Are you busy tomorrow evening?  -No, not at all. Why?  back up /best/close/true friend, -s buddy, -ies / cool count on /get on well with somebody / go for a walk /laid-back /mate, -s secret, -s share support / trust | **Listening**  **E8.1.L1.** 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**  **E8.1.SI1.** 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**  **E8.1.SP1.** Students will be able to structure a talk to make simple inquiries, give explanations and  reasons.  **Reading**  **E8.1.R1.** Students will be able to understand short and simple texts about friendship.  **E8.1.R2.** Students will be able to understand short and simple invitation letters, cards and e-mails.  **Writing**  **E8.1.W1.** 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. | |  | |
| 28-02 OCT |  |
| **OCTOBER** | 05-09 |  |
| 12-16 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **OCTOBER** | 19-23 |  | **2- Teen Life** | **Expressing likes and dislikes**  I love/like/enjoy going to concerts.  I hate/dislike shopping with my parents.  **Expressing preferences**  I prefer hip-hop concerts, I think they’re terrific.  I prefer reading the news online.  **Stating personal opinions**  **(Making simple inquiries)**  What do you do in the evenings?  I usually do my homework, but  I also listen to music. I love rap. And to  be honest, I never listen to pop music; I  can’t stand it. I think it’s unbearable.  I rarely/seldom go to the theater.  I am fond of / keen on camping.  argue  casual  fashion, -s  impressive  relationship, -s  ridiculous  serious  snob, -s  teenager, -s  terrific  trendy  unbearable  types of music | **Listening**  **E8.2.L1.** Students will be able to understand phrases and expressions about regular activities of teenagers.  **Spoken Interaction**  **E8.2.SI1.** Students will be able to talk about regular activities of teenagers.  **Spoken Production**  **E8.2.SP1.** Students will be able to express what they prefer, like and dislike.  **E8.2.SP2.** Students will be able to give a simple description of daily activities in a simple way.  **Reading**  **E8.2.R1.** Students will be able to understand short and simple texts about regular activities of teenagers.  **Writing**  **E8.2.W1.** 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 /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 write a short and simple paragraph about a music band and state the characteristics of the band. | |  | |
| 26-30 |  |
| **NOVEMBER** | 02-06 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **NOVEMBER** | 09-13 |  | **3- In the Kitchen** | **Describing simple processes**  It’s easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan.  **Expressing preferences**  Do you prefer cooking pizza or pasta?  -I love cooking and eating pizza.  -I usually prefer cooking pasta.  **Making simple inquiries**  Do I use two or three eggs?  What can/should I use to cook soup?  bake / bitter  boil / chop / flour / fry  ingredients  kitchen tools (knife, spoon, fork,  pan, plate, oven …)  meal / mix / oil  peel / pour  salty /slice  sour / spicy / tasty | **Listening**  **E8.3.L1.** Students will be able to get the gist of short, clear, simple descriptions of a process.  **Spoken Interaction**  **E8.3.SI1.** 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**  **E8.3.SP1.** Students will be able to give a simple description about a process.  **Reading**  **E8.3.R1.** Students will be able to understand the overall meaning of short texts about a process.  **E8.3.R2.** Students will be able to guess the meaning of unknown words from the text.  **Writing**  **E8.3.W1.** 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. | | **1st written exam** | |
| **16-20 KASIM** | **ARA TATİL** |
| 23-27 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **DECEMBER** | 30-04 |  | **4- On the Phone** | **Following phone conversations**  Hello! This is ... calling, is ... in?  May I speak to ...? Is ... there?  Hang on a minute; I’ll get him/ her.  Can you hold on a moment, please?  I’m afraid he is not available at the moment. He has gone out. Would you like to leave a message?  **Stating decisions taken at the time of**  **speaking**  I’ll talk to you soon.  I’ll see you at the café tomorrow, then.  We’ll meet next Saturday, then. I’m sorry  to hear that. We’ll meet up later, then.  I’ll get back to you in an hour.  [The phone rings] I will take that.  available  connect  contact  dial  engaged  extension  get/keep in touch  get back  hang on/up  hold  line  memo, -s  pick up  polite  put someone through | **Listening**  **E8.4.L1.** Students will be able to understand phrases and related vocabulary items.  **E8.4.L2.** Students will be able to follow a phone conversation.  **Spoken Interaction**  **E8.4.SI1.** Students will be able to make a simple  phone call asking and responding to questions.  **Spoken Production**  **E8.4.SP1.** Students will be able to express their decisions taken at the moment of conversation.  **Reading**  **E8.4.R1.** Students will be able to understand short and simple texts with related vocabulary.  **Writing**  **E8.4.W1.** 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. | |  | |
| 07-11 |  |
| 14-18 |  |
| 21-25 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **DECEMBER** | 28-01 |  | **5- The Internet** | **Accepting and refusing / Making**  **excuses**  Would you like to join our WhatsApp group?  -Yes, sure/That sounds great.  -No, thanks. I am really busy. Why don’t we chat online at two o’clock? I want to tell you something important.  -I’m sorry, but I can’t. My internet is broken.  What do you mean? Do you mean the Internet connection?  -Yes. It isn’t working properly.  account, -s  attachment, -s  browse  browser, -s  comment, -s  confirm  connection, -s  delete  download/upload  log on/in/off  register  reply screen, -s  search engine, -s  sign in/up  social networking site, -s  website | **Listening**  **E8.5.L1.** Students will be able to understand the gist of oral texts.  **E8.5.L2.** Students will be able to comprehend phrases and related vocabulary items.  **Spoken Interaction**  **E8.5.SI1.** Students will be able to talk about their Internet habits.  **E8.5.SI2.** Students will be able to exchange information about the Internet.  **Spoken Production**  **E8.5.SP1.** Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences.  **Reading**  **E8.5.R1.** Students will be able to identify main ideas in short and simple texts about internet habits.  **E8.5.R2.** Students will be able to find specific information about the Internet in various texts.  **Writing**  **E8.5.W1.** 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. | | **2nd written exam** | |
| **JANUARY** | 4 -8 |  |
| 11-15 |  |
| 18-22 |  |
| **25 Ocak – 5 Şubat Yarıyıl Tatili** | | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **FEBRUARY** | 8-12 |  | **6- Adventures** | **Expressing preferences / Giving explanations and reasons**  What do you prefer doing on summer  holidays?  -I would rather go rafting than canoeing because it is easier.  -I prefer rafting to kayaking because it  is more entertaining.  **Making comparisons**  I think bungee-jumping is more/less dangerous and challenging than canoeing.  I think extreme sports are more exciting than indoor sports.  amusing  bungee-jumping  canoeing  caving  challenging  disappointing  entertaining  exciting  extreme sports  fascinating  hang-gliding  kayaking  motor-racing  paragliding  rafting  skateboarding  take risks | | **Listening**  **E8.6.L1.** Students will be able to follow a discussion on adventures.  **E8.6.L2.** Students will be able to understand the  main points of simple messages.  **Spoken Interaction**  **E8.6.SI1.** Students will be able to interact with reasonable ease in short conversations.  **E8.6.SI2.** Students will be able to talk about comparisons, preferences and their reasons.  **Spoken Production**  **E8.6.SP1.** Students will be able to make comparisons about sports and games by using  simple descriptive language.  **Reading**  **E8.6.R1.** Students will be able to understand short and simple texts to find the main points about adventures.  **Writing**  **E8.6.W1.** 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  A**ssignments**  • 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. | |  | |
| 15-19 |  |
| 22-26 |  |
|  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MARCH** | 1-5 |  | **7- Tourism** | **Describing places**  What do you think about Rome?  Did you enjoy your trip?  -It was incredible. It’s truly an ancient city,  and the weather was just perfect. It is in fact usually warm and sunny in Rome.  **Expressing preferences**  Which one do you prefer? Historic sites or the seaside?  -I’d rather visit historic sites because they are usually more interesting.  **Giving explanations/reasons**  —I think/guess/believe/suppose it is exciting.  —In my opinion/to me, it is lovely.  —In my opinion/to me, it sounds/looks fascinating.  **Making comparisons**  -In my opinion/to me, historical architecture is more beautiful than modern architecture.  —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts.  **Talking about experiences**  Have you ever been to …?  -Yes, I have. / -No, I have not.  -I have been to Side before.  -I have never been to Mardin.  all-inclusive / ancient / architecture  attraction, -s / bed and breakfast  countryside / culture/cultural destination  fascinating / historic site, -s  incredible resort, -s / rural / urban | | **Listening**  **E8.7.L1.** Students will be able to understand and extract the specific information from short and simple oral texts.  **Spoken Interaction**  **E8.7.SI1.** Students will be able to exchange information about tourism.  **E8.7.SI2.** Students will be able to talk about their favorite tourist attractions by giving details.  **Spoken Production**  **E8.7.SP1.** Students will be able to express their preferences for particular tourist attractions and give reasons.  **E8.7.SP2.** Students will be able to make simple comparisons between different tourist attractions.  **E8.7.SP3.** Students will be able to express their experiences about places.  **Reading**  **E8.7.R1.** Students will be able to find specific information from various texts about tourism.  **Writing**  **E8.7.W1.** 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**  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 interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. | |  | |
| 8-12 |  |
| 15-19 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MARCH** | 22-26 |  | **8- Chores** | **Expressing likes and dislikes**  I like it when my parents give me some pocket money.  I don’t like it when my mom asks too many questions.  **Expressing obligation**  Do you have to help your parents in housework?  -Well, I must help my parents to set the table.  -I must help my brother to do his homework.  We must respect the elderly/ people/ each other.  My brother has to respect my rights.  **Expressing responsibilities**  I’m responsible for cooking dinner.  S/he is in charge of taking out the garbage.  Don’t you think it is necessary to tidy up your room?  It is time to do the laundry.  arrive on time / clean up  do the laundry / doing chores  iron / keep quiet  keep/break promises  load/empty the dishwasher  make the bed / obey the rules  return books / set the table  take out the garbage/trash  tidy up / to-do list  wash/dry the dishes | | **Listening**  **E8.8.L1.** Students will be able to identify the main points of a short talk describing the responsibilities of people.  **E8.8.L2.** Students will be able to understand obligations, likes and dislikes in various oral texts.  **E8.8.L3.** Students will be able to follow topic change during factual, short talks.  **Spoken Interaction**  **E8.8.SI1.** Students will be able to interact during simple, routine tasks requiring a direct exchange of information.  **E8.8.SI2.** Students will be able to talk about responsibilities.  **Spoken Production**  **E8.8.SP1.** Students will be able to express their obligations, likes and dislikes in simple terms.  **Reading**  **E8.8.R1.** Students will be able to understand various short and simple texts about responsibilities.  **Writing**  **E8.8.W1.** 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  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. | | **1st written exam** | |
| **APRIL** | 29 March – 2 April |  |
| 05-09 |  |
| **12-16  ARA TATİL** | |
| 19-23 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **APRIL** | 23-30 |  | **9- Science** | **Describing the actions happening**  **currently**  My brother and his friends are preparing a science project nowadays. They are doing some research in the library.  What kind of books are you reading in these days/currently?  -I am reading a science fiction novel.  -Currently, I am reading a book about space travel.  **Talking about past events**  Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw.  Researchers found some new fossils, and now they are working on them in the labs.  Newton discovered the gravity of the matter and now scientists are exploring the solar gravity.  cell, -s / cure, -s / discover  do an experiment  explode / explore  find out / genius, -es  high-tech  invent / lab, -s  process, -es  result, -s / safety / scientific / search  succeed / test tube, -s  vaccination, -s | | **Listening**  **E8.9.L1.** Students will be able to recognize main ideas and key information in short oral texts about science.  **Spoken Interaction**  **E8.9.SI1.** Students will be able to talk about actions happening currently and in the past.  **E8.9.SI2.** Students will be able to involve in simple discussions about scientific achievements.  **Spoken Production**  **E8.9.SP1.** Students will be able to describe actions happening currently.  **E8.9.SP2.** Students will be able to present information about scientific achievements in a simple way.  **Reading**  **E8.9.R1.** Students will be able to understand short and simple texts about actions happening currently and in the past.  **E8.9.R2.** Students will be able to identify main ideas and supporting details in short texts about science.  **Writing**  **E8.9.W1.** 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. | |  | |
| **MAY** | 03-07 |  |
| 10-14 |  |
| 17-21 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MAY** | 24-28 |  | **10- Natural Forces** | **Making predictions about the future**  **(Giving reasons and results)**  —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources.  —I think there will be serious droughts. So schools should educate students to use less water.  Do you think there will be a water shortage?  —Yes. There won’t be enough water.  —No. There will be a lot of rain in the future.  avalanche, -s / disaster, -s  drought, -s / earthquake, -s  erosion / flood, -s  global warming  hurricane, -s / land  slide, -s / melt  suffer / survivor, -s  tornado, -es / tsunami, s  volcano, -es | | **Listening**  **E8.10.L1.** Students will be able to identify the main points of TV news about natural forces and disasters.  **Spoken Interaction**  **E8.10.SI1.** Students will be able to talk about predictions concerning future of the Earth.  **E8.10.SI2.** Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters.  **Spoken Production**  **E8.10.SP1.** Students will be able to express predictions concerning future of the Earth.  **E8.10.SP2.** Students will be able to give reasons and results to support their predictions about natural forces and disasters.  **Reading**  **E8.10.R1.** Students will be able to identify specific information in simple texts about natural forces and disasters.  **Writing**  **E8.10.W1.** 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. | | **2nd written exam** | |
| **JUNE** | 31-04 |  |
| 07-11 |  |
| 14-18 |  |

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