



T.C.
MİLLÎ EĞİTİM BAKANLIĞI

İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(Ortaokul 8. Sınıf)

2019 – 2020
Eğitim Öğretim Yılı
İkinci Dönem

8. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

<i>ÜNİTELER</i>	<i>MEVCUT KAZANIM SAYISI</i>	<i>KRİTİK KAZANIM SAYISI</i>	<i>KRİTİK OLMAYAN KAZANIM SAYISI</i>
<i>6</i>	<i>7</i>	<i>4</i>	<i>3</i>
<i>7</i>	<i>8</i>	<i>5</i>	<i>3</i>
<i>8</i>	<i>8</i>	<i>4</i>	<i>4</i>
<i>9</i>	<i>8</i>	<i>5</i>	<i>3</i>
<i>10</i>	<i>7</i>	<i>4</i>	<i>3</i>
<i>TOPLAM</i>	<i>38</i>	<i>22</i>	<i>16</i>

8. SINIF/8th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>6 Adventures</p>	<p>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.</p> <p>Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports.</p> <p>amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks</p>	<p>Listening E8.6.L1. Students will be able to follow a discussion on adventures.</p> <p>Spoken Production E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language.</p> <p>Reading E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures.</p> <p>Writing E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</p>	<p>Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites</p> <p>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</p> <p>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.</p>

8. SINIF/8th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<b style="color: red;">7 Tourism	<p>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.</p> <p>Expressing preferences Which one do you prefer? Historic sites or the seaside? —I'd rather visit historic sites because they are usually more interesting.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating historic site, -s incredible resort, -s rural urban</p>	<p>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts.</p> <p>E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details.</p> <p>Spoken Production E8.7.SP3. Students will be able to express their experiences about places.</p> <p>Reading E8.7.R1. Students will be able to find specific information from various texts about tourism.</p> <p>Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).</p>	<p>Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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. SINIF/8th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>8 Chores</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>Listening E8.8.L.2. Students will be able to understand obligations, likes and dislikes in various oral texts.</p> <p>Spoken Production E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms.</p> <p>Reading E8.8.R1. Students will be able to understand various short and simple texts about responsibilities.</p> <p>Writing E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.</p>	<p>Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members.

8. SINIF/8th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>9 Science</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>Listening E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science.</p> <p>Spoken Interaction E8.9.SI1. Students will be able to talk about actions happening currently and in the past.</p> <p>E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements.</p> <p>Reading E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past.</p> <p>Writing E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph.</p>	<p>Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/discoveries.

8. SINIF/8th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>10 Natural Forces</p>	<p>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.</p> <p>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</p>	<p>Listening E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters.</p> <p>Spoken Interaction E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters.</p> <p>Reading E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters.</p> <p>Writing E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.</p>	<p>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</p> <p>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</p> <p>Assignments • Students complete and reflect on their visual dictionaries.</p>