8. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

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| **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**  
1 think bungee-jumping is more/less dangerous and challenging than canoeing.  
1 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.  
**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  |
| **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. |
## 8. SINIF/8th GRADE

### Functions & Useful Language

#### 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.

### Language Skills and Learning Outcomes

#### Listening
- **E8.7.L1.** Students will be able to understand and extract the specific information from short and simple oral texts.

#### Spoken Production
- **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).

### Suggested Contexts, Tasks and Assignments

#### Contexts
- Advertisements
- Blogs
- Charts
- Diaries/Journal Entries
- E-mails
- Illustrations
- Maps
- Lists
- News
- Reports
- Notes and Messages
- 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. Sınıf/8th Grade

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<td><strong>Expressing likes and dislikes</strong>&lt;br&gt;1 like it when my parents give me some pocket money.&lt;br&gt;1 don’t like it when my mom asks too many questions.</td>
<td><strong>Listening</strong>&lt;br&gt;E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts.</td>
<td><strong>Contexts</strong>&lt;br&gt;Advertisements&lt;br&gt;Blogs&lt;br&gt;Charts&lt;br&gt;Diaries/Journal Entries&lt;br&gt;E-mails&lt;br&gt;Illustrations&lt;br&gt;Lists&lt;br&gt;Notes and Messages&lt;br&gt;Podcasts&lt;br&gt;Posters&lt;br&gt;Questionnaires&lt;br&gt;Songs&lt;br&gt;Stories&lt;br&gt;Videos&lt;br&gt;Websites</td>
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<td><strong>Expressing obligation</strong>&lt;br&gt;Do you have to help your parents in housework? —Well, I must help my parents to set the table.&lt;br&gt;—I must help my brother to do his homework. We must respect the elderly/people/each other. My brother has to respect my rights.</td>
<td><strong>Spoken Production</strong>&lt;br&gt;E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms.</td>
<td><strong>Tasks/Activities</strong>&lt;br&gt;Drama (Role Play, Simulation, Pantomime)&lt;br&gt;Find Someone Who ...&lt;br&gt;Games&lt;br&gt;Guessing&lt;br&gt;Information/Opinion Gap&lt;br&gt;Information Transfer&lt;br&gt;Labeling&lt;br&gt;Matching&lt;br&gt;Questions and Answers&lt;br&gt;Reordering&lt;br&gt;Storytelling&lt;br&gt;True/False/No information</td>
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<td><strong>Expressing responsibilities</strong>&lt;br&gt;I’m responsible for cooking dinner.&lt;br&gt;S/he is in charge of taking out the garbage.&lt;br&gt;Don’t you think it is necessary to tidy up your room?&lt;br&gt;It is time to do the laundry.&lt;br&gt;arrive on time&lt;br&gt;clean up&lt;br&gt;do the laundry&lt;br&gt;doing chores&lt;br&gt;iron&lt;br&gt;keep quiet&lt;br&gt;keep/break promises&lt;br&gt;load/empty the dishwasher make the bed&lt;br&gt;obey the rules&lt;br&gt;return books&lt;br&gt;set the table&lt;br&gt;take out the garbage/trash&lt;br&gt;tidy up to-do list&lt;br&gt;wash/dry the dishes</td>
<td><strong>Reading</strong>&lt;br&gt;E8.8.R1. Students will be able to understand various short and simple texts about responsibilities.</td>
<td><strong>Assignments</strong>&lt;br&gt;• Students keep expanding their visual dictionary by including new vocabulary items.&lt;br&gt;• Students write a short paragraph explaining the responsibilities of their family members.</td>
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<td><strong>Writing</strong>&lt;br&gt;E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.</td>
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<td><strong>Assignments</strong>&lt;br&gt;• Students keep expanding their visual dictionary by including new vocabulary items.&lt;br&gt;• Students write a short paragraph explaining the responsibilities of their family members.</td>
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### 8 Chores

- Expressing likes and dislikes
  - 1 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
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| **8. SINIF/8th GRADE** | **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. | **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.  
**Reading**  
E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past.  
**Writing**  
E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph. | **Contexts**  
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Charts  
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Notes and Messages  
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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.
# 8. SINIF/8th GRADE

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| 10 Natural Forces | Making predictions about the future (Giving reasons and results) | 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.S12. Students will be able to negotiate 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  
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Videos  
Weather Reports  
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Tasks/Activities  
Drama (Role Play, Simulation, Pantomime)  
Find Someone Who ...  
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Guessing  
Information/Opinion Gap  
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Questions and Answers  
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Storytelling  
True/False/No information  
Assignments  
• Students complete and reflect on their visual dictionaries. |