

**2014 - 2015 EĞİTİM ÖĞRETİM YILI 8. SINIF İNGİLİZCE DERS KAZANIMLARININ  
ÇALIŞMA TAKVİMİNE GÖRE DAĞILIM ÇİZELGESİ**

UNIT 1 FRIENDSHIP				
Month	Week	Hour		
			FUNCTIONS	
			SKILLS	
SEPTEMBER	3 <sup>rd</sup> & 4 <sup>th</sup>	8	<p>Instructing or directing others to do something. Advising others to do something. Inquiring and expressing how certain/uncertain one is of something. Expressing opinions and making choices. Inquiring about and expressing expectations. Describing personal qualities Asking for and giving information about habits and pastimes.</p>	<p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b> Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p><b>Speaking</b> Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Constructing phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>
UNIT 2 ROAD TO SUCCESS				
OCTOBER	1 <sup>st</sup> & 3 <sup>rd</sup>	8	<p>Imparting and seeking factual information: identifying, asking, describing Following and giving simple instructions Describing simple processes Drawing simple conclusions</p>	<p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material such as travel guides, brochures, etc. Locating specific information in lists and isolating the information required. Understanding concepts and their relationships and grouping them. Locating the topic sentence and supporting details and examples.</p> <p><b>Writing</b> Making notes Taking notes Underlining, highlighting, circling key concepts. Summarizing in the form of lists and charts. Transferring information</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p><b>Speaking</b> Delivering very short rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Coping with a limited number of straightforward follow up questions.</p>
<b>I. DÖNEM BİRİNCİ SINAV</b>				

### UNIT 3 IMPROVING ONE'S LOOKS

<b>OCTOBER</b>	4 <sup>th</sup> & 5 <sup>th</sup>	8	<p>Seeking and giving information                  Seeking and giving advice                  Suggesting a course of action,                  Responding to offers and suggestions                  Warning others to take care or to refrain from doing something, instructing or directing others to do something                  Drawing simple conclusions and making recommendations                  Describing people (personal appearance, qualities)</p>	<p><b>Reading</b>                  Understanding short, simple texts on familiar matters.                  Finding specific, predictable information in simple everyday material.                  Locating specific information in lists and isolating the information required.                  Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b>                  Writing short, simple notes and messages relating to matters in areas of immediate need.</p> <p><b>Listening</b>                  Catching the main point in short, clear and simple messages.                  Finding specific information in simple recorded texts.                  Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p><b>Speaking</b>                  Describing everyday aspects of his/her environment                  Using simple descriptive language to make brief statements.                  Finding out and passing on straightforward factual information.                  Discussing practical issues in a simple way when addressed clearly, slowly and directly.                  Explaining what s/he likes or dislikes about something.                  Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say.                  Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.                  Participating in short conversations in routine contexts on topics of interest.                  Asking and answering questions about habits and routines.</p>
<b>NOVEMBER</b>	1st	4		

### UNIT 4 DREAMS

<b>NOVEMBER</b>	2 <sup>nd</sup> & 3 <sup>rd</sup> & 4 <sup>th</sup>	12	<p>Imparting and seeking factual information                  Expressing surprise                  Talking about past events and states in the past                  Understanding and producing simple narratives                  Expressing (in)ability in the past</p>	<p><b>Reading</b>                  Understanding short, simple texts on familiar matters.                  Finding specific, predictable information in simple everyday material                  Locating specific information in lists and isolating the information required                  Locating the topic sentence and supporting details and examples.</p> <p><b>Writing</b>                  Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.                  Writing very short, basic descriptions of events and past activities.                  Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p><b>Listening</b>                  Catching the main point in short, clear and simple messages.                  Finding specific information in simple recorded texts.</p> <p><b>Speaking</b>                  Interacting with reasonable ease in structured situations and short conversations.</p>
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			<p>Understanding enough to manage simple, routine exchanges without undue effort.</p> <p>Dealing with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Asking and answering questions about past events and activities.</p> <p>Using simple techniques to start; maintaining, or ending a short conversation.</p> <p>Initiating, maintaining and closing simple, face-to-face conversation.</p> <p>Asking for attention.</p> <p>Indicating when he/she is following.</p> <p>Asking very simply for repetition when he/she does not understand.</p> <p>Asking for clarification about key words or phrases not understood using stock phrases.</p> <p>Saying he/she didn't follow.</p>
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**BİRİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV**

**UNIT 5 ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC**

<b>DECEMBER</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>8</b>	<p>Imparting and seeking factual information</p> <p>Talking about past events and states in the past</p> <p>Understanding and producing simple narratives</p> <p>Expressing (in)ability in the past</p>	<p><b>Reading</b></p> <p>Understanding short, simple texts on familiar matters.</p> <p>Finding specific, predictable information in simple everyday material.</p> <p>Locating specific information in lists and isolating the information required.</p> <p>Locating the topic sentence and supporting details and examples.</p> <p><b>Writing</b></p> <p>Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Writing very short, basic descriptions of events and past activities.</p> <p>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p> <p><b>Listening</b></p> <p>Catching the main point in short, clear and simple messages.</p> <p>Finding specific information in simple recorded texts.</p> <p><b>Speaking</b></p> <p>Interacting with reasonable ease in structured situations and short conversations.</p> <p>Understanding enough to manage simple, routine exchanges without undue effort.</p> <p>Dealing with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Asking and answering questions about past events and activities.</p> <p>Using simple techniques to start; maintaining, or ending a short conversation.</p> <p>Initiating, maintaining and closing simple, face-to-face conversation</p> <p>Asking for attention.</p> <p>Indicating when he/she is following.</p> <p>Asking very simply for repetition when he/she does not understand.</p> <p>Asking for clarification about key words or phrases not understood using stock phrases.</p> <p>Saying he/she didn't follow.</p>

**UNIT 6 DETECTIVE STORIES**

<b>DECEMBER</b>	3 <sup>rd</sup> & 4 <sup>th</sup>	8	<p>Imparting and seeking factual information. Talking about past events and states in the past. Understanding and producing simple narratives. Expressing (in)ability in the past.</p>	<p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p><b>Writing</b> Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of reports of events where the visual supports the commentary.</p> <p><b>Speaking</b> Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Giving a simple description or presentation of people and places. Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities.</p>

**UNIT 7 PERSONAL EXPERIENCES**

<b>DECEMBER</b>	5 <sup>th</sup>	4	<p>Imparting and seeking factual information Talking about personal experiences</p>	<p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b> Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and personal experiences. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Speaking</b> Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about personal experiences. Giving a simple description or presentation of people and places. Handling very short social exchanges about personal experiences. Making him/herself understood in an interview and communicating ideas and information on familiar topics.</p>
<b>JANUARY</b>	1 <sup>st</sup>	4		

UNIT 8 COOPERATION IN THE FAMILY				
<b>JANUARY</b>	2 <sup>nd</sup> & 3 <sup>rd</sup>	8	<p>Requesting others to do something  Instructing or directing others to do something  Requesting assistance  Refusing  Apologizing  Talking about recent activities and completed actions  Expressing gratitude</p>	<p><b>Reading</b>  Understanding short, simple texts on familiar matters.  Finding specific, predictable information in simple everyday Material.  Locating specific information in lists and isolating the information required.  Locating the topic sentence and supporting details and examples.  Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b>  Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.  Writing very short, basic descriptions of events and personal Experiences.  Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p><b>Listening</b>  Catching the main point in short, clear and simple messages.  Finding specific information in simple recorded texts.  Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Speaking</b>  Dealing with practical everyday demands: finding out and passing on straightforward factual information.  Checking whether someone has done something or not.  Handling very short social exchanges about personal experiences  Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say.  Giving thanks.  Understanding enough to manage simple, routine exchanges without undue effort.  Accepting or refusing a request.</p>
<b>I. DÖNEM ÜÇÜNCÜ SINAV</b>				
<b>YARI YIL TATİLİ</b>				
<b>UNIT 9 SUCCESS STORIES</b>				
<b>FEBRUARY</b>	2 <sup>nd</sup> & 3 <sup>rd</sup>	8	<p>Imparting and seeking factual Information.  Describing education, qualifications and skills.  Talking about accomplishments</p>	<p><b>Reading</b>  Understanding short, simple texts on familiar matters.  Finding specific, predictable information in simple everyday material.  Locating specific information in lists and isolating the information required.  Locating the topic sentence and supporting details and examples.  Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b>  Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.  Writing a series of simple phrases and sentences about people, their educational background and accomplishments.  Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p><b>Listening</b>  Catching the main point in short, clear and simple messages.  Finding specific information in simple recorded texts.</p>

			<p>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Speaking</b> Giving a simple description or presentation of people. Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Talking about people, their educational background and accomplishments.</p>
<b>UNIT 10 READING FOR ENTERTAINMENT</b>			
<b>FEBRUARY</b>	<b>4th</b>	<b>4</b>	<p>Understanding and producing simple narratives. Expressing accomplishments Expressing recent activities and completed actions. Expressing personal experiences</p> <p><b>Reading</b> Understanding a short story. Using an idea of the overall meaning of a text and utterances to derive the probable meaning of unknown words from the context. Understanding the relation between people and events. Making a story flowchart.</p> <p><b>Writing</b> Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist.</p> <p><b>Listening</b> Predicting the mood of a story by the help of the melody.</p> <p><b>Speaking</b> Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases.</p>
<b>MARCH</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>8</b>	
<b>II. DÖNEM BİRİNCİ SINAV</b>			
<b>UNIT 11 PERSONAL GOALS</b>			
<b>MARCH</b>	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>	<b>8</b>	<p>Understanding simple stories and acknowledging others' viewpoints. Expressing personal goals and outcomes. Expressing want, desire Inquiring about want, desire Asking and answering questions to check on meaning (purpose) and Intention. Expressing purpose, cause and result, and giving reasons</p> <p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in stories Locating specific information in quotes or slogans and isolating the information required. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b> Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Making a list of personal goals. Writing a series of simple phrases and sentences linked with simple connectors like "because".</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p>

				<p><b>Speaking</b>  Giving a simple description or presentation of people and events.  Discussing events in a story or the plot in a simple way.  Saying what he/she thinks about things in a story.  Asking for clarification about key words or phrases not understood using stock phrases  Understanding enough to manage simple, routine exchanges without undue effort.  Communicating in simple and routine tasks requiring a simple and direct exchange of information.  Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p>
<b>UNIT 12 PERSONALITY TYPES</b>				
<b>APRIL</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>8</b>	<p>Identifying and expressing personal strengths and weaknesses.  Describing people in terms of personal qualities</p>	<p><b>Reading</b>  Understanding short, simple texts on familiar matters.  Finding specific, predictable information in texts  Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.  Filling in tests and questionnaires  <b>Writing</b>  Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.  Summarizing gist.  Writing a series of simple phrases and sentences linked with simple connectors like “because”.  <b>Listening</b>  Catching the main point in short, clear and simple messages.  Finding specific information in simple recorded texts.  Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.  <b>Speaking</b>  Giving a simple description or presentation of people and events.  Asking for clarification about key words or phrases not understood using stock phrases.  Understanding enough to manage simple, routine exchanges without undue effort.  Communicating in simple and routine tasks requiring a simple and direct exchange of information.  Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p>
<b>UNIT 13 LANGUAGE LEARNING</b>				
<b>APRIL</b>	<b>3<sup>rd</sup> &amp; 4<sup>th</sup> &amp; 5<sup>th</sup></b>	<b>12</b>	<p>Expressing opinions and judgments.</p>	<p><b>Reading</b>  Understanding short, simple texts on familiar matters.  Finding specific, predictable information in texts  Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.  <b>Writing</b>  Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.  Summarizing gist.  Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p>

			<p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Speaking</b> Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions. Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.</p>
<b>İKİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV</b>			
<b>UNIT 14 PRECAUTIONARY MEASURES</b>			
<b>MAY</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>8</b>	<p>Warning others to take care or to refrain from doing something. Advising others to do something. Suggesting a course of action</p> <p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b> Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Speaking</b> Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions. Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Making and responding to suggestions. Exchanging limited information on familiar and routine operational matters.</p>
<b>UNIT 15 PREFERENCES</b>			
<b>MAY</b>	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>	<b>8</b>	<p>Inquiring about and expressing agreement and disagreement. Offering to do something Accepting or declining an offer or invitation. Inquiring about and expressing preference. Inquiring about and expressing want, desire</p> <p><b>Reading</b> Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p><b>Writing</b> Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p><b>Listening</b> Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p>



				<p>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p><b>Speaking</b>          Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.          Dealing with common aspects of everyday living such as travel, lodgings, eating and shopping.          Asking for and providing everyday goods and services          Discussing what to do next, making and responding to suggestions, asking for and giving directions.          Discussing what to do in the evening, at the weekend, etc.</p>
<b>II. DÖNEM ÜÇÜNCÜ SINAV</b>				
<b>UNIT 16 EMPATHY</b>				
<b>JUNE</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>8</b>	<p>Inquiring about and expressing agreement and disagreement.          Inquiring about and expressing approval and disapproval.          Understanding simple stories and acknowledging others' viewpoints.          Expressing personal opinions          Expressing sympathy.</p>	<p><b>Reading</b>          Understanding short, simple texts on familiar matters.          Finding specific, predictable information in stories.          Locating specific information in quotes or slogans and isolating the information required.          Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p><b>Writing</b>          Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience.          Summarizing gist.          Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p><b>Listening</b>          Catching the main point in short, clear and simple messages.          Finding specific information in simple recorded texts.          Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p><b>Speaking</b>          Giving a simple description or presentation of people and events.          Discussing events in a story or the plot in a simple way.          Saying what he/she thinks about things in a story.          Asking for clarification about key words or phrases not understood using stock phrases.          Understanding enough to manage simple, routine exchanges without undue effort.          Communicating in simple and routine tasks requiring a simple and direct exchange of information.          Performing and responding to basic language functions, such as information exchange and requests and expressing opinions and attitudes in a simple way.</p>