

8. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

8. sınıf programı, Avrupa Ortak Başvuru Metninde belirlenen düzeylerden A2 (Temel Düzey Kullanıcı/Temel Gereksinim) düzeyine denk gelmektedir. 12 yaş çocuklarında grubunda geliştirilmesi beklenen beceriler dinleme ve konuşma ve ikincil olarak da okuma ve yazmadır. 8. sınıf programının genel öğrenme hedeflerini, 7. sınıf programında olduğu gibi, Avrupa Ortak Başvuru Metninin A2 Düzeyi için bütüncül basamakta belirlediği genel kazanımlar oluşturmaktadır. Bu noktadan hareketle, yine 10 ünite üzerinden şekillendirilen 8. sınıf İngilizce programının tamamlanması halinde dili öğrenen/kullanıcıların elde etmesi beklenen kazanımlar, dinleme- anlama, sözlü etkileşim, sözlü anlatım, okuma- anlama, yazma becerileri ile strateji ve tutum başlıkları altında aşağıda verilen çerçeve programda belirtilmiştir. 7. sınıf itibarıyla dört beceriyi de birleştiren öğretim programında 8. sınıfla beraber özellikle yazma becerisi açısından tümce düzeyinin ötesinde ve farklı amaçlara yönelik çeşitli türlerde metin yazma etkinlikleri de ön plana çıkmıştır. İşlev- ve iletişim-odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi hedeflenen iletişimsel işlevler ve sözcükler/ sözcük öbekleri bir konu bütünlüğü içinde belirlenmiş ve bağlamlandırılarak sunulmuştur. Dili öğrenen/kullanıcıların dilsel üretimlerine zemin oluşturacak zenginlikte ve anlaşılabilirlikte bir dilsel girdi sağlayacak ve buna paralel olarak seçilmiş etkinlik ve görevlerle mevcut dilsel beceri ve kaynaklarını kullanıp geliştirebilecekleri bir öğrenme programı hazırlanmıştır. Programın içeriği belirlenirken çocukluktan yetişkinliğe geçişin ilk aşamasını deneyimleyen 12 yaş grubu çocuklarının gelişim özellikleri öncelikli olarak göz önünde bulundurulmuştur. Ayrıca, önceki sınıflarda olduğu gibi, bu sınıfta da dili öğrenen/kullanıcıların <http://adp.meb.gov.tr> adresinde bulunan portfolyo değerlendirme çalışmalarına bireysel olarak katılması özendirilmelidir. Dosyaların içerikleri dili öğrenen/kullanıcıların bireysel portfolyosuna konulmalı ve öğrencinin gelişimi takip edilmelidir.

Temel Düzey Kullanıcı

Ara ya da Temel Gereksinim Düzeyi (A2) Ortak Yeti Açıklamaları

Tek cümleleri ve doğrudan öncelik alanlarıyla (sözelimi yalın ve kişisel bilgiler ve aile bilgileri, alışverişler, yakın çevre, iş) ilişkili olarak sıklıkla kullanılan deyimleri anlayabilir. Bildik ve alışlagelen konular üzerinde yalnızca yalın ve dolaysız bilgi alışverişini gerektiren basit ve bildik etkinlikler çerçevesinde iletişim kurabilir. Eğitimi, dolaysız çevresini yalın yollardan betimleyebilir ve dolaysız gereksinimlerine denk düşen konuları anlatabilir.

8. SINIF / 8th GRADE

Unit/Theme	Communicative Functions and Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
1 <i>Friendship</i>	<p>Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates</p> <p>Listening • Students will be able to understand the overall meaning of short recorded conversations on everyday topics such as accepting and refusing an offer/invitation; apologizing; and making simple inquiries.</p> <p>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.</p> <p>Spoken Production • Students will be able to accept and refuse an offer/invitation, give reasons, apologize and make simple inquiries as a short series of simple phrases and sentences.</p> <p>Reading • Students will be able to read very short, simple texts on friendship and similar familiar topics. Students will be able to understand short, simple offers, invitation letters, etc.</p> <p>Writing • Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.</p> <p>Compensation Strategies • Students will be able to easily ask and answer questions and exchange ideas and information.</p>	back up best friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s pajama party, -ies secret, -s sharing sleepover, -s slumber party, -ies support Are you busy tomorrow evening? — No, not at all. Why? Would you like to come over tomorrow? — I'm sorry, but I can't. 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. — Yeah, that would be great. How about a slumber party at my house this Saturday? — Sure, it sounds awesome. — Yeah, why not. — I'll text our friends to come over at 7 o'clock then.	Texts Conversations Diaries/Journal Entries E-mails Maps SMS Activities Guessing word meaning from context Listening Matching Reading Comprehension Questions Real-life tasks Role-play and Simulations Speaking	Project • Students work in pairs and role play inviting their best friend to their home OR write their dialogs about three parts of their visit. Welcoming and coming in. Serving foods/drinks and chatting. Seeing him/her off and inviting him/her again. Dossier • Students start filling in the European Language Portfolio.

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4 <i>Communication</i>	<p>Expressing concern and sympathy Handling phone conversations Making simple inquiries Talking about plans</p> <p>Listening • Students will be able to understand phrases and the highest frequency vocabulary related to ‘communication.’ Students will be able to follow a phone conversation.</p> <p>Spoken Interaction • Students will be able to make a simple phone call asking and responding to questions.</p> <p>Spoken Production • Students will be able to describe in simple terms their concerns, sympathy and future plans.</p> <p>Reading • Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication.</p> <p>Writing • Students will be able to write a short e-mail message expressing their future plans and concerns.</p> <p>Compensation Strategies • Students will be able to repeat their questions when someone does not understand them.</p> <p>Attitudes • Students will be able to display a willingness to seek opportunities to practice English.</p>	<p>available connect contact dial engaged get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through</p> <p>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? 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.</p>	<p>Texts Notes Memos Messages Phone Conversations SMS</p> <p>Activities Communicative Tasks Guessing word meaning from context Listening Reading Comprehension Questions Real-life Tasks Role-play and Simulations Speaking</p>	<p>Project • Students work in pairs to record a mock phone conversation in which they plan a weekend activity together.</p>

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10 <i>Natural Forces</i>	<p>Giving explanations/reasons Making comparisons Making predictions about the future Making simple inquiries Making simple suggestions Stating personal opinions</p> <p>Listening • Students will be able to identify the main point of TV news and reports about natural disasters. • Students will be able to understand phrases and expressions related to the same topic provided speech is clearly and slowly articulated.</p> <p>Spoken Interaction • Students will be able to communicate in a simple task requiring a direct exchange of information on making predictions about the future of Planet Earth, asking and responding to questions. • Students will be able to express reasons to support their predictions.</p> <p>Spoken Production • Students will be able to make simple suggestions about saving the earth from natural disasters. • Students will be able to express their personal opinions about the causes of natural disasters, giving reasons as a short series of simple phrases and sentences.</p> <p>Reading • Students will be able to identify specific information in simpler written texts containing the highest frequency vocabulary such as brochures and short newspaper articles that describe natural events.</p> <p>Writing • Students will be able to write short, simple messages expressing predictions and giving reasons about the future of their planet by using simple connectors to give reasons.</p> <p>Compensation Strategies • Students will be able to answer straightforward follow-up questions if asked for clarification. • Students will be able to ask for more information to check their understanding when needed.</p>	<p>avalanche, -s disaster, -s drought, -s earthquake, -s flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es</p> <p>Does your family have a plan for an earthquake? — I don't think so. — I think we all should have one. It's very scary. — I think we will have water shortages in the future, because we waste too much water. So we should/must stop wasting water. — I think there will be serious droughts. So there should be programs to educate people to use less water.</p> <p>Do you think there will be a water shortage? — Shortage? What do you mean? — There won't be enough water.</p>	<p>Texts Brochures Children's Encyclopedia E-mails Maps News Reports Personal Narratives Weather Reports</p> <p>Activities Drawing and Coloring Listening Reading Comprehension Questions Real-life Tasks Speaking Skimming and Scanning</p>	<p>Quiz or Exam Projects • Students prepare a poster which shows possible natural disasters in the future and write about their causes. • Students compare natural disasters.</p> <p>Dossier • Students complete and hand in the European Language Portfolio.</p>