2026-2027 Eğitim-Öğretim Yılı · İngilizce 8. sınıf · Standart program Çerçeve Yıllık Planı

Haftalık 4 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	4	1 Friendship	Accepting 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 at 7 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	**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. **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. **E8.1.SP1** Students will be able to structure a talk to make simple inquiries, give explanations and reasons. **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. **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.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	4	1 Friendship	Accepting and refusing / Apologizing / Giving explanations and reasons Would you like to come over tomorrow? —I'm sorry, but I can't	**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. **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. **E8.1.SP1** Students will be able to structure a talk to make simple inquiries, give explanations and reasons. **E8.1.R1** Students will be able to understand short and simple texts about friendship.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and

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3	28 Eylül – 2 Ekim	4	1 Friendship	Accepting 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.	**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. **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. **E8.1.SP1** Students will be able to structure a talk to make simple inquiries, give explanations and reasons. **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. **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.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned

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				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 at 7 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		throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
4	5–9 Ekim	4	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.	**E8.2.L1** Students will be able to understand phrases and expressions about regular activities of teenagers. **E8.2.SI1** Students will be able to talk about regular activities of teenagers. **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. **E8.2.R1** Students will be able to understand short and simple texts about regular activities of teenagers. **E8.2.W1** Students will be able to write a short and simple paragraph about regular activities of teenagers.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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				argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music		
5	12–16 Ekim	4	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	**E8.2.L1** Students will be able to understand phrases and expressions about regular activities of teenagers. **E8.2.SI1** Students will be able to talk about regular activities of teenagers. **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. **E8.2.R1** Students will be able to understand short and simple texts about regular activities of teenagers. **E8.2.W1** Students will be able to write a short and simple paragraph about regular activities of teenagers.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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6	19–23 Ekim	4	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	**E8.2.L1** Students will be able to understand phrases and expressions about regular activities of teenagers. **E8.2.SI1** Students will be able to talk about regular activities of teenagers. **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. **E8.2.R1** Students will be able to understand short and simple texts about regular activities of teenagers. **E8.2.W1** Students will be able to write a short and simple paragraph about regular activities of teenagers.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
7	26–30 Ekim	4	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.	**E8.3.L1** Students will be able to get the gist of short, clear, simple descriptions of a process. **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. **E8.3.SP1** Students will be able to give a simple description about a process. **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. **E8.3.W1** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation

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				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		practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 29 October, Republic Day
8	2–6 Kasım	4	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?	**E8.3.L1** Students will be able to get the gist of short, clear, simple descriptions of a process. **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. **E8.3.SP1** Students will be able to give a simple description about a process. **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. **E8.3.W1** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning.

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				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		For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
9	9–13 Kasım	4	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,	**E8.3.L1** Students will be able to get the gist of short, clear, simple descriptions of a process. **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. **E8.3.SP1** Students will be able to give a simple description about a process. **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. **E8.3.W1** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 10 November, Atatürk Memorial Day

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				spoon, fork, pan, plate, oven …) meal mix oil peel pour salty slice sour spicy tasty		
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	4	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	**E8.3.L1** Students will be able to get the gist of short, clear, simple descriptions of a process. **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. **E8.3.SP1** Students will be able to give a simple description about a process. **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. **E8.3.W1** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 20 November, Children's Rights Day 24 November, Teachers' Day

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				sour spicy tasty		
11	30 Kasım – 4 Aralık	4	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	**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. **E8.4.SI1** Students will be able to make a simple phone call asking and responding to questions. **E8.4.SP1** Students will be able to express their decisions taken at the moment of conversation. **E8.4.R1** Students will be able to understand short and simple texts with related vocabulary. **E8.4.W1** Students will be able to write short and simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 3 December, International Day of Persons with Disabilities
12	7–11 Aralık	4	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	**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. **E8.4.SI1** Students will be able to make a simple phone call asking and responding to questions. **E8.4.SP1** Students will be able to express their decisions taken at the moment of conversation. **E8.4.R1** Students will be able to understand short and simple texts with related vocabulary. **E8.4.W1** Students will be able to write short and simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the

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13	14–18 Aralık	4	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,	**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. **E8.4.SI1** Students will be able to make a simple phone call asking and responding to questions. **E8.4.SP1** Students will be able to express their decisions taken at the moment of conversation. **E8.4.R1** Students will be able to understand short and simple texts with related vocabulary. **E8.4.W1** Students will be able to write short and simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and

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14	21–25 Aralık	4	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	**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. **E8.4.SI1** Students will be able to make a simple phone call asking and responding to questions. **E8.4.SP1** Students will be able to express their decisions taken at the moment of conversation. **E8.4.R1** Students will be able to understand short and simple texts with related vocabulary. **E8.4.W1** Students will be able to write short and simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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				extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through		
15	28 Aralık – 1 Ocak	4	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	**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. **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. **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. **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. **E8.5.W1** Students will be able to write a basic paragraph to describe their internet habits.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 1 January, New Year
16	4–8 Ocak	4	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.	**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. **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. **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. **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. **E8.5.W1** Students will be able to write a basic paragraph to describe their internet habits.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				—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		In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
17	11–15 Ocak	4	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	**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. **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. **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. **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. **E8.5.W1** Students will be able to write a basic paragraph to describe their internet habits.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				social networking site, -s website		
18	18–22 Ocak	4	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	**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. **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. **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. **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. **E8.5.W1** Students will be able to write a basic paragraph to describe their internet habits.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	4	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.	**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. **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. **E8.6.SP1** Students will be able to make comparisons about sports and games by using simple descriptive language. **E8.6.R1** Students will be able to understand short and simple texts to find the main points about adventures. **E8.6.W1** Students will be able to write a short and simple paragraph comparing two objects.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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		process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
20	15–19 Şubat	4	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	**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. **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. **E8.6.SP1** Students will be able to make comparisons about sports and games by using simple descriptive language. **E8.6.R1** Students will be able to understand short and simple texts to find the main points about adventures. **E8.6.W1** Students will be able to write a short and simple paragraph comparing two objects.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				take risks		
21	22–26 Şubat	4	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	**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. **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. **E8.6.SP1** Students will be able to make comparisons about sports and games by using simple descriptive language. **E8.6.R1** Students will be able to understand short and simple texts to find the main points about adventures. **E8.6.W1** Students will be able to write a short and simple paragraph comparing two objects.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
22	1–5 Mart	4	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/	**E8.7.L1** Students will be able to understand and extract the specific information from short and simple oral texts. **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. **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. **E8.7.R1** Students will be able to find specific information from various texts about tourism. **E8.7.W1** Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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		throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	4	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	**E8.7.L1** Students will be able to understand and extract the specific information from short and simple oral texts. **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. **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. **E8.7.R1** Students will be able to find specific information from various texts about tourism. **E8.7.W1** Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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		practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy 18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week
24	22–26 Mart	4	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	**E8.7.L1** Students will be able to understand and extract the specific information from short and simple oral texts. **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. **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.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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	**E8.7.R1** Students will be able to find specific information from various texts about tourism. **E8.7.W1** Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).	evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
25	29 Mart – 2	4	7 Tourism	Describing places	**E8.7.L1** Students will be able to understand and extract the specific information from short and simple oral texts.	Measurement and evaluation methods

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
	Nisan			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	**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. **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. **E8.7.R1** Students will be able to find specific information from various texts about tourism. **E8.7.W1** Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).	should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. Library Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				historic site, -s incredible resort, -s rural urban		
26	5–9 Nisan	4	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		Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
27	12–16 Nisan	4	8 Chores	Expressing likes and dislikes		Measurement and evaluation methods should be planned by considering the

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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		level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
28	19–23 Nisan	4	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.		Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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		together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 23 April, National Sovereignity and Children's Day
29	26–30 Nisan	4	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	**E8.9.L1** Students will be able to recognize main ideas and key information in short oral texts about science. **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. **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. **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. **E8.9.W1** Students will be able to write simple descriptions of scientific achievements in a short paragraph.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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		limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 29 April, Kût'ül Amâre Victory 1 May, Labour Day
30	3–7 Mayıs	4	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	**E8.9.L1** Students will be able to recognize main ideas and key information in short oral texts about science. **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. **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. **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. **E8.9.W1** Students will be able to write simple descriptions of scientific achievements in a short paragraph.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be

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31	10–14 Mayıs	4	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	**E8.9.L1** Students will be able to recognize main ideas and key information in short oral texts about science. **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. **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. **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. **E8.9.W1** Students will be able to write simple descriptions of scientific achievements in a short paragraph.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing

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32	17–21 Mayıs	4	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	**E8.9.L1** Students will be able to recognize main ideas and key information in short oral texts about science. **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. **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. **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. **E8.9.W1** Students will be able to write simple descriptions of scientific achievements in a short paragraph.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning.

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33	24–28 Mayıs	4	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	**E8.10.L1** Students will be able to identify the main points of TV news about natural forces and disasters. **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. **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. **E8.10.R1** Students will be able to identify specific information in simple texts about natural forces and disasters. **E8.10.W1** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their

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				erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es		education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 29 May, Conquest of İstanbul
34	31 Mayıs – 4 Haziran	4	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	**E8.10.L1** Students will be able to identify the main points of TV news about natural forces and disasters. **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. **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. **E8.10.R1** Students will be able to identify specific information in simple texts about natural forces and disasters. **E8.10.W1** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
35	7–11 Haziran	4	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.	**E8.10.L1** Students will be able to identify the main points of TV news about natural forces and disasters. **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. **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	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and

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				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	disasters. **E8.10.R1** Students will be able to identify specific information in simple texts about natural forces and disasters. **E8.10.W1** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
36	14–18 Haziran	4	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	**E8.10.L1** Students will be able to identify the main points of TV news about natural forces and disasters. **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. **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. **E8.10.R1** Students will be able to identify specific information in simple texts about natural forces and disasters. **E8.10.W1** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized

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				global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es		Education Program (IEP) is taken as the basis in measurement and evaluation.
37	21–25 Haziran	SOCIAL ACTIVITIES	(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (8. Sınıf) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.