

LESSON PLAN

Grade: 8

Unit: 1 - Friendship

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>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.</p> <p>Making simple inquiries Are you busy tomorrow evening? —No, not at all. Why?</p>	<p>Listening 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.</p> <p>Spoken Interaction 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.</p> <p>Spoken Production E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons.</p> <p>Reading 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.</p> <p>Writing 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.</p>
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.</p> <p>Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement.</p>	

1st Week: 9-13 September Time: 40+40+40+40

GET READY!

- 1. Listen and number the pictures.** Tell students to listen to the recording and number the pictures. Play the recording twice. Check the answers as a class. (p.10)
- 2. Read the speech bubbles and match with the correct pictures.** Let students read the speech bubbles and match with the correct pictures. Encourage them to share their answers with the class. (p.10)
- 3. Make notes, and then say which activities you like doing with your friends.** Tell students to read the example dialogue. Give them a few minutes to complete the activity. Then elicit the answers. (p.10)

LISTENING

1. Listen and fill in the blanks. Ask students to listen to the audio and fill in the blanks. If needed, play the audio once again. Check the answers with the class. (p.11)

2. Listen and circle the correct option. Ask students to listen to the audio again and circle the correct option. If needed, play the audio once again. Check the answers with the class. (p.11)

SPEAKING

1. Discuss the following quotes with your friends. Ask students to work in groups and discuss the quotes given. Tell them that they can take notes before speaking. Let them share their opinions with the class. (p.11)

2. Work in groups and discuss what qualities friendship should have. Ask students to work in groups and discuss what qualities friendship should have. Tell them that they can take notes before speaking. Let them share their opinions with the class. (p.11)

READING

1. Read the e-mails and write True (T) or False (F). Ask students to read the text and complete the task. Check the answers with the class. (p.12)

2nd Week: 16-20 September Time: 40+40+40+40

2. Read the dialogue. Then, do the exercises.

a. Complete the sentences according to the dialogue above. Ask students to read the dialogue and complete the sentences with the correct information. Check the answers with the class. This activity enables students to find specific information in a simple dialogue. (p.13)

b. Read the dialogue above again and write a similar dialogue with your friend as in exercise 3 and present it to the class. Use the following expressions. Tell students to work in pairs. Ask them to read the dialogue and act it out with their partners. Then tell them to make similar dialogues with the given expressions. Encourage them to act out the dialogues aloud. This activity enables students to act out a dialogue about accepting and refusing an invitation. (p.13)

LISTENING

1. Listen to Bob's question and circle the following people's answers. Ask students to listen to the audio and circle the correct answers. If needed, play the audio once again. Check the answers with the class. (p.14)

2. Listen and write these people's excuses to refuse Ahmet's invitation. Ask students to listen to the audio again and complete the speech bubbles. If needed, play the audio once again. Check the answers with the class. (p.14)

SPEAKING

Work in pairs. Make simple inquiries, give explanations / reasons. Ask students to work in pairs and read the speech bubbles given. Tell them that they can take notes before speaking. Let them make simple inquiries as in the example. (p.14)

READING & SPEAKING

1. Read the paragraph. Then, do the exercises.

a. Circle the correct option. Tell students to skim the text and look at the photos. Ask them to circle the correct option. Give them some time to complete the activity. Then read the text aloud and elicit the answers. (p.15)

b. Search the Internet and complete the sentences.

Tell students to search the Net to complete the sentences. You can set this activity as homework. (p.15)

2. Read the following speech bubbles. Then, do the exercises.

a. Write Bertha, Theo and Dan's opinions about their best friends.

Tell students to read the speech bubbles carefully and write people's opinions. Give them some time to complete the activity. Then read the text aloud and elicit the answers. (p.16)

b. Correct the sentences according to the speeches. Tell students to read the speech bubbles again and correct the given sentences. Give them some time to complete the activity. Then check the answers with the class. (p.16)

3rd Week: 23-27 September Time: 40+40+40+40

3. Read Anton's text message apologizing to Henry for not joining his party. Ask students to read the text message carefully. (p.17)

a. Write True (T) or False (F). Ask students to read the message again and write True or False. Check the answers with the class. (p.17)

b. Answer the questions. Tell students to read the message again and answer the following questions. Give them some time to complete the activity. Then check the answers with the class. (p.17)

c. Complete the text message from Henry to Anton. Use the given words. One word is extra. Tell students to scan the message to complete the missing parts of the given sentences. Give them some time to complete the activity. Then check the answers with the class. (p.17)

d. Here are some invitation ideas. Choose one of them and write a reply. Give your reason why you wouldn't accept it. Then, present it to the class. Tell students to write a reply. Give them some time to complete the activity. Then check the answers with the class. (p.17)

WRITING

Write a short letter. Apologize and give your reason(s) for not attending a party in response to an invitation. Check the example.

Tell students to write a letter to apologize and give their reason(s) for not attending a party in response to an invitation. You can set this activity as homework. (p.18)

EXERCISES

Allow students enough time for each activity to evaluate themselves. Then elicit the answers. (p.19-20)

1. Match the words with the correct definitions. One definition is extra.
2. Complete the following sentence according to the pictures below.
3. Match the following answers with the questions and write in the correct boxes. One answer is extra.

4th Week: 30 September-4 October Time: 40+40+40+40

EXERCISES

Allow students enough time for each activity to evaluate themselves. Then elicit the answers. (p.21-22)

4. Put the sentences in the correct order and make a dialogue.
5. Read the situations. Accept or refuse the invitations in your own words.
6. Listen and fill in the blanks. Then, do the exercises.
 - a. Write True (T) or False (F).
 - b. Answer the questions.

UNIT TEST

Allow students enough time to answer the questions on pages 23-24.

Then answer the questions as a class. (p.23-24)

This Plan is successfully applied during within the scheduled time.

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