

LESSON PLAN

Grade: 8

Unit: 2 – Teen Life

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents.</p> <p>Expressing preferences I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online.</p> <p>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.</p>	<p>Listening E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers.</p> <p>Spoken Interaction E8.2.SI1. Students will be able to talk about regular activities of teenagers.</p> <p>Spoken Production 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.</p> <p>Reading E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers.</p> <p>Writing E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers.</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>	

5th Week: 7-11 October Time: 40+40+40+40

GET READY!

1. Work in pairs and tell which activities you like doing. Tell students to work in pairs and read the example sentences. Ask them to make similar sentences to tell which activities they like doing. Check the sentences as a class. (p.26)

2. Listen and number the pictures. One picture is extra. Tell students to listen to the recording and number the pictures. Play the recording twice. Check the answers as a class. (p.26)

3. Work in pairs, ask and answer. Use the following topics and the adjectives given in the boxes. Ask students to work in pairs. Explain that they will ask and answer questions about their likes and dislikes as in the example. While they are doing the activity, monitor them to see if they need help with the pronunciation of the words. Let them act out their conversations. (p.26)

LISTENING

- 1. Listen to the dialogue and write Like (L) or Dislike (D) for Brooke's likes and dislikes.** Ask students to listen to the audio and complete the task. If needed, play the audio once again. Check the answers with the class. (p.27)
- 2. Listen to the dialogue 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.27)

SPEAKING

- 1. Work in pairs and talk about the activities you do regularly. Use the frequency adverbs in the box.** Ask students to work in pairs and talk about the activities they do regularly. Tell them that they can take notes before speaking. Let them share their dialogues with the class. (p.27)

READING

- 1. Read the speech bubbles. Tick (✓) the activities Lily and Sam do in the table.** Ask students to read the text and complete the given table with the correct information. Check the answers with the class. (p.28)

Now, complete the table above for yourself. Then, answer the following question. "Do you think you are more like Lily or Sam?" Ask students to complete the given table about themselves. Check the answers with the class. (p.28)

6th Week: 14-18 October Time: 40+40+40+40

- 2. Read Helen's blog. Then, do the exercises.**

- a. Fill in the missing words according to Helen's blog.** Ask students to read the text 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 text. (p.29)
- b. Suppose you're Helen. Write in your blog about free time activities that you can suggest to teenagers.** Tell students to write the blog. You can set this activity as homework. (p.29)

LISTENING

- 1. Listen to the conversation and answer the questions.** 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.30)
- 2. Listen and fill in the blanks.** Ask students to listen to the audio and complete the speech bubble. If needed, play the audio once again. Check the answers with the class. (p.30)

SPEAKING

Use the given phrases and make sentences. Mention your likes / dislikes about music, sports or books. Ask students to make sentences about their likes and dislikes as in the example using the given phrases. Tell them that they can take notes before speaking. Encourage them to share their sentences with the class. (p.30)

READING & SPEAKING

- 1. Memory Test! Read the paragraphs. You have 2 minutes. Then, cover them and answer the question below.** Tell students to read the paragraphs and write the correct names. Give them some time to complete the activity. Then read the texts aloud and elicit the answers. (p.31)
- 2. Work in pairs. Ask, answer and say what you are fond of / keen on doing.** Tell students to read the given dialogue first. Ask them to work in pairs to ask and answer questions. Give them some time to complete the activity. Then encourage them to act out the dialogue. (p.31)

7th Week: 21-25 October Time: 40+40+40+40

- 3. Look at the table below.** Read the table aloud. (p.32)

Now, work in pairs. Ask and answer about your likes / dislikes or preferences and state your personal opinions. Ask students to work in pairs. Tell them that they are going to ask and answer questions as in the example. Remind them that they can write their questions and answers in their notebooks before starting the activity. Encourage them to act out their dialogues. (p.32)

- 4. What are your favourite daily activities? Make notes, and then share them with your friends.** Ask students to make sentences about their daily activities as in the example. Give students enough time to make their sentences, and then ask them to share the sentences with their classmates. (p.32)

- 5. Look at the book genres and music types. Then, talk about your preferences.** Ask students to talk about their books and music preferences. Give students enough time to make their sentences, and then ask them to share the sentences with their classmates. (p.33)

6. Read the text below and circle the correct option.

Tell students to read the text to circle the correct option. Give them some time to complete the activity. Then read the text aloud and elicit the answers. (p.33)

WRITING

Think about the activities teenagers like doing regularly, examine the given paragraph and write a similar one. Tell students to study the sentences in the example and write a similar paragraph. Give them some time to complete the activity. Then encourage them to read aloud the sentences they have written. (p.34)

8th Week: 28 October-1 November Time: 40+40+40+40

EXERCISES

Allow students enough time for each activity to evaluate themselves. Then elicit the answers. (p.35-36-37-38)

1. Answer the following question.
2. Give three examples for the following questions.
3. Look at the pictures, make your preferences and give your reasons.
4. Ask questions and complete the dialogue.
5. Listen and complete the sentences.
6. Fill in the diagram according to the pictures below.
7. Answer the questions and write a paragraph. Use the phrases in the box.
8. Answer the questions.

UNIT TEST

Allow students enough time to answer the questions on pages 39-40. Then answer the questions as a class. (p.39-40)

This Plan is successfully applied during within the scheduled time.

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