

LESSON PLAN

Grade: 8

Unit: 3 – In the Kitchen

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>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.</p> <p>Expressing preferences Do you prefer cooking pizza or pasta? —I love cooking and eating pizza. —I usually prefer cooking pasta.</p> <p>Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup?</p>	<p>Listening E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process.</p> <p>Spoken Interaction 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.</p> <p>Spoken Production E8.3.SP1. Students will be able to give a simple description about a process.</p> <p>Reading 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.</p> <p>Writing E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.</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>	

9th Week: 4-8 November Time: 40+40+40+40

GET READY!

1. Look at the pictures and answer the questions below. Tell students to look at the pictures and answer the questions given. Check the answers as a class. (p.42)

2. Listen and number the pictures. One picture is extra. Tell students to listen to the recording and number the pictures. Remind them that one of the given pictures is extra. Play the recording twice. Check the answers as a class. (p.42)

3. Circle the correct word. Draw students' attention to the pictures and ask them to choose the correct word.. Allow 1–2 minutes, and then elicit the answers.. (p.42)

LISTENING

1. Listen and number the pictures in the correct order. Tell students to listen to the recording and number the pictures. Play the recording twice. Check the answers as a class. (p.43)

2. 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.43)

SPEAKING

Read the following process of making pancakes. Ask students to read the recipe carefully. (p.43)

Now, choose one of the dishes below and describe the process of making it. Search the Internet if you need help. Then, present it to the class.

Give enough time to students to prepare for the task given. Tell students to search the Net to prepare a recipe. You can set this activity as homework. (p.43)

READING

1. Read the following dialogue. Then, do the exercises.

a. Guess and write the meaning of the words in bold. Then, check them in

your dictionaries. Tell students to read the dialogue and guess and write the meaning of the words in bold. Give them some time to complete the activity. Then read the dialogue aloud and elicit the answers. (p.44)

b. Tick (✓) the ingredients mentioned in the dialogue and write.

Tell students to read the dialogue again and tick the ingredients mentioned in the dialogue. Check the answers with the class. (p.44)

c. Answer the questions.

Tell students to read the dialogue again and answer the questions. Check the answers with the class. (p.45)

10th Week: 18-22 November Time: 40+40+40+40

2. Read the sentences and match with the kitchen tools. Then, compare them with your friends' answers. Ask students to match the given words to the pictures. Then check the answers with the class. (p.45)

LISTENING

1. Listen to the recipes and number the pictures. One picture is extra. Ask students to listen to the audio and number the pictures. Remind them there is one extra picture that they do not need to use. Then check the answers with the class. (p.46)

2. Listen to the dialogue and write True (T) or False (F). Ask students to listen to the audio again and decide if the sentences are true or false. If needed, play the audio once again. Check the answers with the class. (p.46)

SPEAKING

Look at the tables below. Then, read the dialogue. Now, work in pairs and build up similar dialogues. Ask students to work in pairs and express their preferences. Tell them that they can take notes before speaking. Let them share their dialogues with the class. (p.46)

READING & SPEAKING

1. Work in pairs and guess where these dishes come from. Tell students to read the text and guess where these dishes come from. Give them some time to complete the activity and elicit the answers. (p.47)

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

a. Make a list of the kitchen tools used in the text. Tell students to read the text and make a list of the kitchen tools. Give them some time to complete the activity and elicit the answers. (p.47)

b. Answer the questions. Tell students to read the text again and answer the questions. Give them some time to complete the activity and elicit the answers. (p.47)

11th Week: 25-29 November Time: 40+40+40+40

3. Read the recipe below and put the steps of the process in the correct order. Tell students to read the recipe and put the steps of the processes in the correct order. Give them some time to complete the activity. Elicit the answers. (p.48)

Now, answer. Tell students to read the recipe again and answer the questions. Give them some time to complete the activity. Elicit the answers. (p.48)

4. Work in pairs. Read the recipe given in exercise 2 for two minutes, then close your books, ask and answer. Tell students to read the recipe again and ask and answer the given questions. Give them some time to complete the activity. Elicit the answers. (p.49)

5. Work in pairs. Search the recipe of bitter chocolate muffin on the Internet and take notes. Then, ask and answer about the ingredients and the process of cooking it. Tell students to search the Net to complete the sentences. You can set this activity as homework. (p.49)

6. Read the recipe below and tick (✓) the correct name for it. Tell students to read the recipe and tick the correct name for it. Give them some time to complete the activity. Elicit the answers. (p.49)

WRITING

Write the recipe of the following dish. Use linkers such as "First", "Second", "Then", "Next" or "Finally". Search the Internet if you need help. Tell students to write the recipe of Potato Salad using the words given. You can set this activity as homework. (p.50)

ASSIGNMENTS

Prepare a poster about your favourite meal and provide the preparation process. Check the example below. Set this activity as homework. (p.50)

12th Week: 2-6 December Time: 40+40+40+40

EXERCISES

Allow students enough time for each activity to evaluate themselves. Then elicit the answers. (p.51-52-53-54)

- 1. Match the words with the correct pictures and write. One picture is extra.**
- 2. Fill in the blanks with the adverbs given in the box.**
- 3. Read the sentences and find out the kitchen tools.**
- 4. Listen and fill in the blanks.**
- 5. Read the recipes and match them with the correct pictures. One picture is extra.**
- 6. Read the recipe and answer the questions.**
- 7. Read the sentences and put them in the correct order.**

UNIT TEST

Allow students enough time to answer the questions on pages 55-56. Then answer the questions as a class. (p.55-56)

This Plan is successfully applied during within the scheduled time.

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