

LESSON PLAN

Grade: 8

Unit: 4 – On The Phone

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>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.</p>	<p>Listening 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. Spoken Interaction E8.4.SI1. Students will be able to make a simple phone call asking and responding to questions. Spoken Production E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. Reading E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. Writing E8.4.W1. Students will be able to write short and simple conversations.</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>	

13th Week: 9-13 December Time: 40+40+40+40

GET READY!

1. Look at the pictures and make a guess about their conversation. Then, listen and check if it is correct or not. Tell students to look at the pictures and make a guess about their conversation. Then have them listen and check their answers. When they have finished the activity, elicit the answers. (p.58)

2. Match the words with the correct definitions. Then, listen and check. One definition is extra. Tell students to match the words with the correct definitions. Then have them listen and check their answers. When they have finished the activity, elicit the answers. (p.58)

3. Talk to your friend about his / her phone habits. Get an idea how often he / she makes phone calls and who he / she usually talks to and why, etc. Ask students to work in pairs and talk about their friend about his / her phone habits. Tell them that they can take notes before speaking. Monitor the class during the activity and give feedback from time to time. Encourage them share their sentences with the class. (p.58)

LISTENING

1. Listen to the telephone conversations and fill in the charts. Tell students to listen to the recording and fill in the charts. Play the recording twice. Check the answers as a class. (p.59)

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.59)

SPEAKING

Read the following phone conversations. Tell students to read the phone conversations carefully.

Now, work in pairs and build up similar dialogues between you and your friend, a secretary, a manager, etc. Tell students to make similar dialogues. Tell them that they can take notes before speaking. Monitor the class during the activity and give feedback from time to time. Encourage them share their sentences with the class. (p.59)

READING

1. Read the phone conversation.

Ask students to read the phone conversation carefully. (p.60)

a. Put the messages in the correct order. Ask students to read the dialogue and put the messages in the correct order. Check the answers with the class. (p.60)

b. Circle the correct option according to the phone conversation. Tell students to circle the correct option. Give them some time to complete the activity. Then elicit the answers. (p.61)

c. Read the phone conversation on page 60 again and fill in the chart. Ask students to read the conversation again and fill in the chart. Give them some time to complete the activity. Monitor the class during the activity and give feedback from time to time. Then elicit the answers. (p.61)

14th Week: 16-20 December Time: 40+40+40+40

Now, build up similar conversations with your friend. Use the topics given below and mention your excuses. Tell students to make similar dialogues. Tell them that they can take notes before speaking. Monitor the class during the activity and give feedback from time to time. Encourage them share their dialogues with the class. (p.61)

d. Answer the questions. Ask students to work in groups of three or four and talk about the given questions. Monitor and offer help when needed. (p.61)

LISTENING

1. Listen to Sally read the text message aloud and fill in the blanks. Tell students to listen to the recording and fill in the blanks. Play the recording twice. Check the answers as a class. (p.62)

2. Listen to the phone calls and circle the correct words / phrases. Ask students to listen to the audio and circle the correct words. If needed, play the audio once again. Check the answers with the class. (p.62)

SPEAKING

Work in pairs. Write a phone conversation as in Listening Exercise 2. Role-play it with your friend. Tell students to make similar dialogues. Tell them that they can take notes before speaking. Monitor the class during the activity and give feedback from time to time. Encourage them share their dialogues with the class. (p.62)

READING & SPEAKING

1. Read the text. Then, do the exercises. Read the text aloud.

a. What happened on these dates? Answer the question. Tell students to answer the question according to the text. Ask them to work in pairs to ask and answer questions. Give them some time to complete the activity. Elicit the answers. (p.63)

b. Complete the sentences according to the text. Tell students to complete the sentences according to the text. Give them some time to complete the activity. Elicit the answers. (p.63)

c. Answer the questions. Tell students to answer the questions according to the text. Give them some time to complete the activity. Elicit the answers. (p.63)

15th Week: 23-27 December Time: 40+40+40+40

2. Read the paragraph and match the words in bold with the correct pictures. Let students read the paragraph and match the words in bold with the correct pictures. Encourage them to share their answers with the class. (p.64)

Now, think about three more communication devices and write.

3. Work in pairs and discuss which communication ways you prefer using. Give your reasons. Ask students to work in pairs and discuss the communication ways they prefer. Tell them that they can take notes before speaking. Encourage them to share their opinions with the class. (p.64)

4. Read the phone calls and complete the sentences. Let students read the phone calls and complete the sentences. Encourage them to share their answers with the class. (p.65)

5. Read the following situations. Work in pairs and build up conversations. Ask students to work in pairs and read the situations. Tell them build up conversations. While they are doing the activity, walk around the class and monitor to help them with their conversations. Then encourage them to act out their conversations. (p.65)

WRITING

Write short conversations on the following topics. Tell students to write short conversations on the following topics. You can set this activity as homework. (p.66)

ASSIGNMENT

Prepare some role cards describing tasks for your problems. Work in groups and role play one by one and call the call center to tell your problems. Check the example.

16th Week: 30 December-3 January Time: 40+40+40+40

EXERCISES

Allow students enough time for each activity to evaluate themselves. Then elicit the answers. (p.67-68-69-70)

- 1. Look at the pictures and write what the people are doing.**
- 2. Listen and fill in the blanks.**
- 3. Complete the dialogues with the given sentences / questions.**
- 4. Write the sentences / questions in the correct columns.**
- 5. Read the given situations and build up short phone calls.**

UNIT TEST

Allow students enough time to answer the questions on pages 71-72. Then answer the questions as a class. (p.71-72)

This Plan is successfully applied during within the scheduled time.

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