

LESSON PLAN

Grade: 8

Unit: 5-The Internet

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>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.</p>	<p>Listening 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. Spoken Interaction 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. Spoken Production 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. Reading 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. Writing E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.</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>	

17th Week: 6-10 January Time: 40+40+40+40

GET READY

- 1. Work in pairs. Look at the pictures and discuss what these people are doing.** Ask students to work in pairs and discuss what people are doing at the pictures. Tell them that they can take notes before speaking. Let them share their opinions with the class. (p.74)
- 2. Listen and write the words / phrases under the correct pictures. One picture is extra.** Ask students to listen to the audio and write the words under the correct pictures. If needed, play the audio once again. Check the answers with the class. (p.74)
- 3. How would you communicate in the following situations? Use the following clues.** Tell students to work in pairs. Ask them to complete the task. Encourage them to share their sentences with the class. (p.74)

LISTENING

1. Listen to the speaker and write Advantage (A) or Disadvantage (D). Ask students to listen to the audio and write A or D. If needed, play the audio once again. Check the answers with the class. (p.75)

2. Listen to the track 27 again and complete the sentences. Ask students to listen to the audio again and complete the sentences. If needed, play the audio once again. Check the answers with the class. (p.75)

SPEAKING

Work in pairs and talk about the advantages / disadvantages of using the

Internet. 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. Give students enough time to make their sentences, and then ask them to share the sentences with their classmates. (p.75)

READING

1. Read the paragraphs and put them in the correct order. Ask students to read the text and put the paragraphs in the correct order. Check the answers with the class. (p.76)

Now, answer the questions. Ask students to read the text again and answer the given questions. Check the answers with the class. (p.76)

18th Week: 13-17 January Time: 40+40+40+40

2. Read the text. Read the text aloud and ask students if there are any vocabulary or phrases they don't know. (p.77)

Now, write a short paragraph about teenagers' communication preferences in Türkiye. Then, present it to the class. Use the Internet if you need help. Tell students to write a short paragraph about teenagers' communication preferences in Türkiye. Tell them they can get help from the Internet You can set this activity as homework. (p.77)

3. Read the extracts and put them in order. Have students read the extracts and ask them to put them in order. When students have finished the activity, check the answers with the class.. (p.77)

LISTENING

1. Listen to the dialogue and fill in the missing parts. Ask students to listen to the audio and fill in the missing parts. Then check the answers with the class. (p.78)

2. Listen to four speakers and match them with their Internet habits. Ask students to listen to the audio and match the speakers with their Internet habits. If needed, play the audio once again. Check the answers with the class. (p.78)

SPEAKING

Work in groups and build up dialogues. Use the phrases and tips below. Make excuses, accept or refuse the offers. Ask students to work in groups and build up dialogues. Tell them that they can take notes before speaking. Let them make simple inquiries as in the example. Give students enough time to make their sentences, and then ask them to share the sentences with their classmates. (p.78)

READING & SPEAKING

1. Read the speech bubbles. Then, do the exercises.

a. Make a list for the following: Tell students to read the text and complete the blanks. Give them some time to complete the activity and elicit the answers. (p.79)

b. Complete the sentences. Tell students to read the text again and complete the sentences. Give them some time to complete the activity and elicit the answers. (p.79)

c. Make notes about your mobile phone and the Internet habits. Then, present it to your friends. Tell students to make sentences about their habits on their mobile phones and Internet. Give them some time to complete the activity and elicit the answers. (p.79)

19th Week: 3-7 February Time: 40+40+40+40

2. Read the text and write True (T) or False (F). Ask students to read the speech bubble and decide if the sentences are true or false. Give them some time to complete the activity. Then encourage them to share their answers with the class. (p.80)

Now, talk about your Internet habits. Have students work in pairs. Tell them to share their Internet habits with their partners and talk about it. Give them some time to finish the activity. (p.80)

3. Do a survey in the classroom to find out your friends' Internet habits and fill in the chart. Then, report it to the class. Have students do the survey in the classroom. Explain that they will write their friends' names. (p.80)

4. Work in groups and discuss the following questions about the Internet. Ask students to work in groups of three. Give students enough time to read the questions and discuss them. Monitor walking around the classroom and correct the pronunciation mistakes you hear. Encourage students to share their answers with their classmates. (p.81)

5. Answer the following questions. Search the Internet if you need help. Ask students to read the questions. Then tell them to search the Net to find the correct answers. Allow 5–7 minutes, and then encourage students to share their answers with their classmates. If there is no stable connection available, you can set this as homework. (p.81)

6. Fill in the charts. Then, compare your answers with your friends'. Have students fill in the charts and compare the answers with their friends'. Elicit their answers. (p.81)

WRITING

Write a paragraph about your Internet habits. Ask students to write a paragraph about the topic in their notebooks. This activity enables students to write a short paragraph about their Internet habits. You can set this activity as homework. (p.82)

ASSIGNMENTS

Prepare a poster to illustrate your Internet habits and hang it on the classroom walls. Explain the task and set this activity as homework. (p.82)

20th Week: 10-14 February Time: 40+40+40+40

EXERCISES

Allow students enough time for each activity to evaluate themselves. Then elicit the answers. (p.83-84-85-86)

1. **Fill in the blanks with the appropriate words. One word is extra.**
2. **Match the words with their definitions. One definition is extra.**
3. **Listen and circle the correct option.**
4. **Number the sentences 1-8 according to your Internet habits.**
5. **Work in pairs and discuss the given headings.**
6. **Read the text. Then, do the exercises.**
 - a. **Search the Internet or use a dictionary and write the meanings of the words below.**
 - b. **Write True (T) or False (F).**
 - c. **Read the text in Exercise 6 again and answer the questions.**
7. **Do the questionnaire!**

UNIT TEST

Allow students enough time to answer the questions on pages 87-88. Then answer the questions as a class. (p.87-88)

This Plan is successfully applied during within the scheduled time.

Emine Çabuş
İngilizce Öğretmeni

Özlem Önder
İngilizce Öğretmeni

Alev Çelebi
İngilizce Öğretmeni

Duygu Cihan
İngilizce Öğretmeni

Gizem Kaya
İngilizce Öğretmeni

Şengül Şenocak
İngilizce Öğretmeni

Elvan Nazlı
İngilizce Öğretmeni

UYGUNDUR

Fatih Kılıç
Okul Müdürü