

LESSON PLAN

Grade: 7

Unit: 6-Celebrations

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Making simple suggestions (Accepting and refusing) Would you like some cake? —Yes, please. Just a little. I'll get a sandwich. Would you like one? —No, thanks. I am full.</p> <p>Making arrangements and sequencing the actions It is easy to organize a birthday party. First, you should prepare a guest list. Then, you should decorate your place. Finally, you should prepare lots of food.</p> <p>Expressing needs and quantity We need some/a lot of balloons. I have a lot of/many/one or two/some presents</p>	<p>Listening E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things.</p> <p>Spoken Interaction E7.6.SI1. Students will be able to talk about arrangements and sequences of actions.</p> <p>Spoken Production E7.6.SP1. Students will be able to make suggestions. E7.6.SP2. Students will be able to express needs and quantity.</p> <p>Reading E7.6.R1. Students will be able to understand texts about celebrations.</p> <p>Writing E7.6.W1. Students will be able to write invitation cards.</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>	

21st Week: 17-21 February Time: 40+40+40+40

Lesson 1

Objective: To introduce the topic of celebrations and engage students in a discussion about their own experiences.

Warm-Up: Answer the questions. (Page 72)

1. Do you like celebrations?
2. What do you celebrate with your family?

• **Instructions:**

1. Ask students to discuss the questions in pairs or small groups.
2. After discussion, invite a few students to share their responses with the whole class.

Lesson 2

Objective: To build vocabulary related to celebrations and improve reading comprehension.

Activity A1: Fill in the blanks with the given words. There is an extra word. (Page 72)

- **Instructions:**

1. Provide students with the text and the list of words.
2. Ask students to read the sentences and fill in the blanks with the correct words, noting that one word is extra.
3. Pair students to compare their answers and discuss any differences, then review as a class.

Lesson 3

Objective: To develop organizational skills and discuss party planning.

Activity A2: Read the text and number the pictures in activity A1. There is an extra picture. (Page 73)

- **Instructions:**

1. Ask students to read the text carefully and match the pictures with the correct sequence.
2. Have students compare their answers in pairs and discuss the reasoning behind their choices.

Lesson 4

Objective: To practice speaking skills by planning a party.

Activity A3: Think that you're going to organize a costume party. Decide and prepare a TO-DO LIST. (Page 73)

- **Instructions:**

1. Divide the students into small groups and ask them to brainstorm and create a TO-DO LIST for a costume party.
2. Instruct groups to present their lists to the class, explaining why they included certain items.
3. Discuss the lists as a class, identifying key similarities and differences in party planning.

22nd Week: 24-28 February Time: 40+40+40+40

Lesson 1

Objective: To develop speaking skills through dialogue and role-play.

Activity A4: Work in pairs. Look at your TO-DO LIST in activity A3. Talk about the arrangements for a party as in activity A2. (Page 73)

- **Instructions:**

1. Pair students and have them discuss their TO-DO LIST from Activity A3 using phrases from the example dialogue.
2. Ask students to practice their dialogues with another pair for peer feedback.
3. Facilitate a class-wide sharing of some of the dialogues.

Lesson 2

Objective: To build vocabulary related to party preparations and improve listening skills.

Activity B1: Look at the picture. Complete the paragraph with the given words. There is an extra word. (Page 74)

- **Instructions:**

1. Display the picture on page 74 and ask students to complete the paragraph using the provided words.
2. Encourage students to check their answers with a partner and discuss any differences.
3. Review the correct answers with the class, discussing why each word fits the context.

Lesson 3

Objective: To improve listening comprehension by identifying details in a dialogue.

Activity B2: Listen to the dialogue and complete Jessica's shopping list. (Page 74)

- **Instructions:**

1. Play the audio of the dialogue and ask students to listen carefully to complete the shopping list.
2. Allow students to compare their lists with a partner to check for accuracy.

3. Review the correct answers as a class, discussing strategies for listening comprehension.

Lesson 4

Objective: To practice understanding roles and responsibilities in a group task.

Activity B3: Listen to the dialogue again. Who makes the arrangements? Write “J” for Jessica, “T” for Tony, and “J&T” for both. (Page 74)

- **Instructions:**

1. Replay the audio and ask students to identify who is responsible for each arrangement.
2. Pair students to compare their answers and discuss any differences.
3. Review the answers as a class, asking students to justify their choices based on the dialogue.

23rd Week: 3-7 March Time: 40+40+40+40

Lesson 1

Objective: To practice speaking skills by creating dialogues related to party planning.

Activity B4: Work in pairs. Imagine that you are going to organize a party. Make a similar dialogue as in activity B2. (Page 74)

- **Instructions:**

1. Pair students and ask them to create a dialogue about organizing a party, using their list from Activity A3.
2. Monitor the pairs as they practice their dialogues, providing feedback.
3. Ask pairs to perform their dialogues for the class, encouraging creativity and fluency.

Lesson 2

Objective: To understand different types of parties and related vocabulary.

Activity C1: Look at the pictures and match them with the party types. (Page 75)

- **Instructions:**

1. Ask students to match the pictures with the correct party types from the list.
2. Pair students to discuss their matches and explain their reasoning.
3. Review the correct matches as a class, providing clarification as needed.

Lesson 3

Objective: To improve reading comprehension by analyzing invitation messages.

Activity C2: Read the invitation messages and match them with the party types in activity C1. There is an extra type. (Page 76)

- **Instructions:**

1. Ask students to read the invitation messages and match them with the correct party types.
2. Encourage students to discuss their answers with a partner, justifying their choices.
3. Review the correct answers as a class, prompting students to explain their reasoning.

Lesson 4

Objective: To practice writing skills by creating an invitation card.

Activity C3: Read the invitation messages in activity C2 again and circle the correct answers. (Page 76)

- **Instructions:**

1. Ask students to reread the invitation messages and circle the correct answers based on the text.
2. Pair students to compare their answers and discuss any discrepancies.
3. Review the answers as a class, asking students to provide evidence from the text.

24th Week: 10-14 March Time: 40+40+40+40

Lesson 1

Objective: To develop writing skills by creating an invitation card.

Activity C4: Choose one of the invitation messages in activity C2 and write an invitation card for it. (Page 77)

• **Instructions:**

1. Ask students to choose one of the invitation messages and write a similar invitation card.
2. Provide guidelines on the structure and elements of an invitation card.
3. Have students exchange their cards with a partner for peer feedback.

Lesson 2

Objective: To enhance listening skills by recognizing food and beverages vocabulary.

Activity D2: Listen to the dialogue and tick the foods and beverages you hear. (Page 78)

• **Instructions:**

1. Play the audio and ask students to tick the foods and beverages they hear in the dialogue.
2. Allow students to compare their answers with a partner.
3. Review the correct answers as a class, discussing any difficult points.

Lesson 3

Objective: To practice speaking skills in a group setting.

Activity D3: Work in groups of 3 or 4. Imagine that you are at a party. Choose a role card and make a similar dialogue as in activity D2. (Page 78)

• **Instructions:**

1. Divide students into groups of 3 or 4 and assign role cards.
2. Ask groups to create and practice a dialogue based on their roles, using expressions from the example.
3. Have each group present their dialogue to the class, focusing on clarity and expression.

Lesson 4

Objective: To consolidate learning by completing a project.

Project: Imagine that you are going to organize a surprise birthday party for a close friend. (Page 78)

• **Instructions:**

1. Ask students to work individually or in pairs to create an invitation card, and prepare a list of needs, guests, and food.
2. Encourage students to present their plans to the class.
3. Provide feedback and discuss the various plans, focusing on creativity and practicality.

LET'S PRACTICE Activities A-H (Pages 79-82)

• **Instructions:**

1. Provide all practice activities, asking students to complete them individually or in pairs.
2. Review each activity as a class, discussing answers and clarifying any doubts.
3. Encourage students to share their thoughts and reflections on what they have learned throughout the unit.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

Uygundur .../.../...

Okul Müdürü