

LESSON PLAN

Grade: 7

Unit: 8-Public Buildings

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Giving explanations/reasons You should play in the new park to make friends. S/he can go to shopping malls to buy anything. You may go to the police station to report the burglary. I usually visit the hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine.</p>	<p>Listening E7.8.L1. Students will be able to recognize the names of the public buildings. E7.8.L2. Students will be able to understand explanations with reasons. Spoken Interaction E7.8.SI1. Students will be able to give explanations with reasons. Spoken Production E7.8.SP1. Students will be able to report on explanations with reasons. Reading E7.8.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. Writing E7.8.W1. Students will be able to write pieces about explanations with reasons.</p>
<p>TESTING & EVALUATION</p>	
<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>	

28th Week: 14-18 April Time: 40+40+40+40

Lesson 1

Objective: Identify different public buildings and discuss daily tasks associated with them.

- **WARM UP:** Öztürk family has a list of tasks. The table shows the places they will go. Look at the table and tick their TO-DO LIST. (Page 96)

Instructions:

1. Display the table and ask students to tick the items on the TO-DO list for each family member.
2. Have students discuss their choices with a partner to practice speaking about daily tasks.
3. Facilitate a class discussion to share the answers and reasons for each selection.

A. Listening & Speaking

A1. Look at the pictures and tell where these people are. (Page 96)

Instructions:

1. Show pictures to the students and ask them to identify where the people are.
2. Pair students to discuss and compare their answers.
3. Review the correct answers as a class, prompting students to justify their choices.

Lesson 2

Objective: Improve listening skills by identifying locations based on audio cues.

- **A2. Listen to the dialogue. Tick the place they decide to go. (Page 97)**

Instructions:

1. Play the audio dialogue and instruct students to listen carefully to determine which place is chosen.
2. Allow students to listen twice and tick the correct place based on the dialogue.
3. Review the correct answers in a class discussion, asking students to share the clues they used to decide.

- **A3. Listen to the dialogue again. Put the suggestions in the correct places. There are two extra sentences. (Page 97)**

(Page 97)

Instructions:

1. Replay the dialogue and instruct students to listen carefully to match the correct suggestions to the dialogue.
2. Pair students to compare their answers and discuss any differences.
3. Facilitate a class review to confirm the correct order and discuss why certain suggestions were correct.

Lesson 3

- **Objective:** Practice creating dialogues using learned vocabulary and structures.

- **A4. Work in pairs. Follow the steps and make a dialogue as in activity A3. (Page 97)**

Instructions:

1. Pair students and ask them to create a dialogue following the example given in Activity A3.
2. Allow pairs to practice their dialogues and then present them to another pair or to the class.
3. Provide feedback on the dialogues and encourage students to use varied vocabulary and expressions.

Lesson 4

- **Objective:** Learn about famous buildings worldwide and discuss what they offer.

- **B1. Match the famous buildings with the countries. Tell what people can see/visit in these countries. (Page 98)**

(Page 98)

Instructions:

1. Provide students with the list of famous buildings and their corresponding countries.
2. Ask them to match the buildings with their countries and discuss what people can do there.
3. Review the answers as a class, prompting students to share interesting facts about each location.

29th Week: 21-25 April Time: 40+40+40+40

Lesson 1: Reading and Information Gathering from Texts

- **Objective:** Improve reading comprehension by extracting information from emails.

- **B2. Read the e-mails and fill in the missing information on the table on page 99. (Pages 98-99)**

Instructions:

1. Instruct students to read the emails carefully and fill in the missing information on the table.
2. Pair students to discuss the answers they have filled in and correct any mistakes together.
3. Review the correct answers as a class and ask students to explain how they found each piece of information.

B3. Think of a place you last went and write the answers to the following questions. (Page 99)

Instructions:

4. Ask students to think of a place they recently visited and answer the given questions.
5. Pair students to share their experiences and provide feedback to each other.
6. Collect a few responses to discuss as a class, highlighting descriptive language and clarity.

Lesson 2

- **Objective:** Develop writing skills by composing descriptive emails about locations.
- **B4. Imagine that you are in that place once again in activity B3. Write an e-mail to a friend as in activity B2. Use your answers in activity B3.** (Page 99)

Instructions:

1. Guide students to use their answers from B3 to compose an email to a friend.
2. Pair students to exchange emails and provide constructive feedback to each other.
3. Select a few emails to read aloud, discussing the use of descriptive language and format.

Lesson 3

Objective: Enhance listening and speaking skills by identifying and discussing public buildings.

- **C1. Match the things with the buildings.** (Page 100)

Instructions:

1. Provide students with a list of things and ask them to match them with the appropriate buildings.
2. Pair students to compare their matches and discuss the reasons for their choices.
3. Review the correct answers as a class, prompting students to explain their reasoning.

C2. Listen to the dialogue and fill in the blanks with the names of the buildings. (Page 100)

Instructions:

1. Play the audio and instruct students to listen carefully and fill in the blanks with the correct building names.
2. Allow students to listen twice and check their answers with a partner.
3. Review the correct answers as a class, discussing any difficulties in understanding.

Lesson 4

- **Objective:** Practice speaking skills through role play based on building descriptions.
- **C3. Listen to the dialogue again and choose the correct options.** (Page 101)

Instructions:

1. Replay the dialogue and ask students to choose the correct options based on the dialogue.
2. Pair students to discuss their answers and provide reasons for their choices.
3. Facilitate a class discussion to confirm the correct answers and explore different interpretations.

30th Week: 28 April -2 May Time: 40+40+40+40

Lesson 1

Objective: Develop reading and analytical skills by connecting reasons to specific buildings.

- **D1. Answer the question and match the buildings with the reasons. There is an extra reason.** (Page 102)

Instructions:

1. Provide students with the reasons and ask them to match each reason to the correct building.
2. Pair students to discuss and compare their matches.
3. Review the answers as a class, asking students to justify their choices.

D2. Read the information on the brochure and answer the questions. (Page 102)

Instructions:

1. Ask students to read the information carefully and answer the questions provided.
2. Pair students to check each other's answers for comprehension and accuracy.

3. Review the correct answers as a class and discuss any ambiguities or misconceptions.

Lesson 2

- **Objective:** Practice report writing and presentation skills by discussing famous cities.
- **D3. Prepare a report on your famous city and present it to your classmates.** (Page 102)

Instructions:

1. Guide students to choose a famous city and prepare a brief report about its public buildings and attractions.
2. Allow time for students to practice their presentations in pairs or small groups.
3. Facilitate a class presentation session, providing feedback on both content and delivery.

Lesson 3

Objective: Develop creative thinking and map-reading skills by creating a neighborhood map.

- **PROJECT: Prepare a map of your neighborhood including public buildings and write why you go to each of these places.** (Page 102)

Instructions:

1. Ask students to draw a map of their neighborhood, marking important public buildings.
2. Have them write a brief description explaining why they visit each place.
3. Organize a gallery walk where students present their maps to their classmates.

Lesson 4

LET'S PRACTICE Activities A-H (Pages 103-106)

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