

LESSON PLAN

Grade: 8

Unit: 6-Adventures

| FUNCTIONS& USEFUL LANGUAGE: | LANGUAGE SKILLS & OUTCOMES: |
|---|---|
| <p>Expressing preferences / Giving explanations and reasons</p> <p>What do you prefer doing on summer holidays? —I would rather go rafting than canoeing because it is easier. —I prefer rafting to kayaking because it is more entertaining.</p> <p>Making comparisons</p> <p>I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports.</p> | <p>Listening</p> <p>E8.6.L1. Students will be able to follow a discussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages.</p> <p>Spoken Interaction</p> <p>E8.6.SI1. Students will be able to interact with reasonable ease in short conversations. E8.6.SI2. Students will be able to talk about comparisons, preferences and their reasons.</p> <p>Spoken Production</p> <p>E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language.</p> <p>Reading</p> <p>E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures.</p> <p>Writing</p> <p>E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</p> |
| TESTING & EVALUATION | |
| <p>Listening</p> <p>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</p> <p>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</p> <p>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</p> <p>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

GET READY! (p. 90)

- Look at the pictures. What kind of sports are they? Discuss why some people prefer doing them with your friends.**
 - Ask students to observe the pictures and identify the sports.
 - Encourage them to discuss why some people prefer extreme sports.
 - Let students share their thoughts with the class.
- Listen and number the pictures. One picture is extra.**
 - Ask students to listen to the audio and number the pictures accordingly.
 - Play the audio again if needed.
 - Check answers as a class.
- Which of the activities below are extreme sports? Tick (✓) the ones you prefer trying. Give your reasons.**

- Ask students to tick the sports they would like to try.
- Have them explain their choices in pairs.
- Let some students share their answers with the class.

LISTENING (p. 91)

1. Listen and tick (✓) the sports mentioned in the speech.

- Play the audio and ask students to tick the sports they hear.
- Play the audio again if needed.
- Check answers as a class.

2. Listen to the track 32 again and complete the sentences.

- Ask students to listen again and fill in the blanks.
- Play the audio once more if necessary.
- Check the answers with the class.

SPEAKING (p. 91)

Look at the list of extreme sports below. Compare them using the given adjectives according to your preferences.

- Ask students to work in pairs and compare extreme sports using adjectives like "exciting" and "challenging."
- Encourage them to use complete sentences.
- Let some pairs share their answers with the class.

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

READING (p. 92-93)

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

a. Complete the following list.

- Ask students to read the dialogue and list the activities mentioned.
- Check answers with the class.

b. Answer the questions.

- Have students answer comprehension questions about the dialogue.
- Discuss answers as a class.

2. Read the speech bubble. Then, do the exercises.

a. Make a list of the sports mentioned in the speech bubble.

- Ask students to read and list the sports.
- Check answers with the class.

b. Circle the correct option.

- Have students choose the correct option based on the speech bubble.
- Review answers as a class.

c. Look at the equipment below and write which sports they belong to.

- Ask students to match the equipment with the correct sport.
- Check answers with the class.

LISTENING (p. 94)

1. Listen and fill in the blanks.

- Play the audio and ask students to complete the sentences.
- Check answers as a class.

2. Listen and write what Jane, Rob, and John think about extreme sports.

- Have students listen and write down their opinions.
- Review answers with the class.

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

SPEAKING (p. 94-95)

Work in pairs and build up a dialogue as in the example.

- Ask students to work in pairs and create a dialogue about extreme sports.
- Have some pairs present their dialogues to the class.

READING & SPEAKING (p. 95-97)

1. Read the utterances and match them with the correct pictures.

- Have students read the sentences and match them with the pictures.
 - Check answers as a class.
- a. Suppose you're trying the following extreme sports. Write how you would feel while doing each one. Then, share them with your friends.**
- Ask students to imagine they are trying the sports and write about their feelings.
 - Let them share their answers with classmates.

2. What type of adventure would you like to try? Read the following three replies.

a. Fill in the chart according to the texts above.

- Ask students to complete the chart with information from the texts.
- Check answers as a class.

b. Answer the questions.

- Have students answer comprehension questions about the texts.
- Discuss answers with the class.

3. Work in pairs and talk about your preferences for the following sports. State your opinions and give your reasons.

- Ask students to work in pairs and discuss their preferences.
- Have some pairs share their answers with the class.

4. Look at the following activities and find someone in your class who likes doing the following activities as in the example.

- Ask students to walk around and find classmates with similar interests.
- Have them share their findings with the class.

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

WRITING (p. 98)

Choose two of the extreme sports below and write a short paragraph comparing them. Use the adjectives given in the box.

- Ask students to write a short comparison of two extreme sports.
- Have some students read their paragraphs aloud.

ASSIGNMENT (p. 98)

Search the Internet. Find towns/cities from Türkiye where people can perform different kinds of extreme sports. Prepare a poster and illustrate three of those sports.

- Assign students to research and create a poster about extreme sports in Türkiye.
- Ask them to present their posters to the class.

EXERCISES (p. 99-102)

1. Match the pictures with the names of the following sports and write. One sport name is extra.

- Have students match the pictures with the sport names.
- Check answers with the class.

2. Make your choices between the following extreme sports and compare them.

- Ask students to write and discuss their comparisons.
- Have some students share their answers.

3. Listen and write the words you hear in the correct column.

- Play the audio and ask students to sort the words into the correct categories.
- Check answers with the class.

4. Match the definitions with the correct pictures. Then, write the names of these sports. One definition is extra.

- Have students match definitions with pictures.
- Check answers together.

5. Choose the correct question and complete the dialogue.

- Ask students to choose the right questions to complete the conversation.
- Check answers with the class.

6. Read the speech bubble.

a. Write True (T) or False (F).

- Have students read and decide if the statements are true or false.
- Check answers with the class.

b. Answer the questions.

- Ask students to answer comprehension questions.
- Review answers together.

7. Do a survey in the classroom and find students who'd like to try the following extreme sports. Write their reasons.

- Have students conduct a survey and write down their classmates' reasons.
- Ask some students to present their findings.

UNIT TEST (p. 103-104)

- Allow students to complete the test independently.
- Review answers as a class.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü