

LESSON PLAN

Grade: 8

Unit: 7- Tourism

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing places What do you think about Rome? Did you enjoy your trip? —It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome.</p> <p>Expressing preferences Which one do you prefer? Historic sites or the seaside? —I'd rather visit historic sites because they are usually more interesting.</p> <p>Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating.</p> <p>Making comparisons —In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts.</p> <p>Talking about experiences Have you ever been to ...? —Yes, I have. —No, I have not. —I have been to Side before. —I have never been to Mardin.</p>	<p>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts.</p> <p>Spoken Interaction E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details.</p> <p>Spoken Production E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places.</p> <p>Reading E8.7.R1. Students will be able to find specific information from various texts about tourism.</p> <p>Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).</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>	

25th Week: 17-21 March Time: 40+40+40+40

GET READY! (p. 106)

1. Look at the pictures and say which places you'd like to go. Give your reasons.

- Ask students to look at the pictures and decide which places they would like to visit.
- Encourage them to explain their choices.
- Have students share their answers with the class.

2. Listen and circle the words you hear.

- Play the audio and ask students to listen carefully.
- Have them circle the words they hear from the given list.
- Check the answers with the class.

3. Work in two teams and play a game. Choose a word from the list in Exercise 2 to make sentences. Each correct sentence gets one point. The team with more points is the winner.

- Divide the class into two teams.
- Each team takes turns picking a word from the list and forming a correct sentence.
- Keep track of the points and announce the winning team at the end.

LISTENING (p. 107)

1. Listen and circle the correct answer.

- Play the audio and ask students to choose the correct answers.
- Play the audio again if necessary.
- Review the answers as a class.

2. Listen to the track 37 again and write 8 adjectives you hear in the dialogue.

- Ask students to listen to the audio again and write down eight adjectives from the dialogue.
- Compare answers in pairs before checking with the class.

SPEAKING (p. 107)

Work in pairs. Ask and answer about each other's favourite tourist attractions.

- Have students work in pairs and ask each other about their favorite tourist attractions.
- Encourage them to use the given question prompts.
- Ask some pairs to present their conversations to the class.

READING (p. 108-109)

1. Read Joe's travel diary. Then, do the exercises.

a. Answer the questions.

- Ask students to read Joe's diary carefully.
- Have them answer the comprehension questions.
- Review answers as a class.

b. Read the diary again and write what Joe did on:

- Ask students to reread the text and write what Joe did on each day.
- Check answers with the class.

2. Read the story about Pompeii. Then, do the exercises.

a. Read the sentences and write True (T) or False (F).

- Have students read the text and decide whether the sentences are true or false.
- Review the answers with the class.

b. Answer the questions.

- Ask students to answer comprehension questions based on the text.
- Check answers together.

26th Week: 24-28 March Time: 40+40+40+40

LISTENING (p. 110)

1. Why do the following people prefer these holiday destinations? Listen and write the answers.

- Play the audio and ask students to write down the reasons people prefer certain destinations.
- Check answers with the class.

2. Listen to the track 38 again and correct the mistakes in the sentences.

- Ask students to listen carefully and correct the incorrect sentences in their books.
- Discuss answers with the class.

SPEAKING (p. 110)

Work in pairs. Talk about your preferences for tourist attractions. Give your reasons.

- Ask students to work in pairs and discuss their preferences.
- Encourage them to use expressions such as "I prefer..." and "In my opinion...".
- Have some pairs share their opinions with the class.

READING & SPEAKING (p. 111-113)

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

a. Read the sentences and write True (T) or False (F).

- Have students read the text and complete the True/False exercise.
- Check answers as a class.

b. Complete the tables according to Helen's e-mail about her holiday intentions and fixed arrangements.

- Ask students to fill in the table with information from the text.
- Review answers together.

c. Now, talk about the girls' plans for their holiday.

- Encourage students to summarize the plans of the girls in the text.
- Have students share their answers with the class.

2. Work in pairs. Ask and answer the questions below in turns. Use the given phrases.

- Have students ask and answer the questions in pairs using the provided phrases.
- Encourage them to take turns practicing both roles.
- Ask some students to share their dialogues with the class.

3. Read the sentences below and replace the adjectives in bold with their opposites.

- Ask students to replace the adjectives in bold with their antonyms.
- Check answers together.

Now, answer the following question and write your opinion.

- Have students write a short opinion paragraph based on the question.
- Ask some students to read their answers aloud.

4. Use the adjectives in the list below and compare Rome with the place you live in.

- Ask students to write comparisons between Rome and their hometown.
- Have some students share their answers with the class.

5. Work in pairs, use the prompts below and build up a dialogue.

- Have students work in pairs to create a dialogue using the given prompts.
- Ask some pairs to present their dialogues.

6. Tick (✓) the activities you've done so far. Then, report it to the class.

- Ask students to tick the activities they have experienced.
- Have them report their answers to the class.

7. Work in pairs and talk about your city/town. Use the prompts below.

- Ask students to describe their city/town in pairs using the prompts.
- Have some pairs share their answers with the class.

27th Week: 7-11 April Time: 40+40+40+40

WRITING (p. 114)

Design a brochure, an advertisement, or a postcard about your favourite tourist attraction(s).

- Ask students to choose a tourist attraction and create a brochure, ad, or postcard.
- Allow students to present their work to the class.

ASSIGNMENTS (p. 114)

1. Interview with your friends about their holiday preferences. Then, prepare a travel plan using maps and pictures to compare each destination.

- Assign students to interview their classmates and gather information about holiday preferences.

2. Keep expanding your visual dictionary. Include the new vocabulary items.

- Ask students to add new words from the unit to their visual dictionary.
- Have them share one new word and its meaning with the class.

EXERCISES (p. 115-118)

- Complete exercises on vocabulary, listening, and writing.
- Guide students through exercises such as matching words, completing sentences, and making comparisons.
- Check answers together.

UNIT TEST (p. 119-120)

- Allow students to complete the test independently and review answers together.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü