

## LESSON PLAN

Grade: 8

Unit: 8-Chores

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p><b>Expressing likes and dislikes</b> I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions.</p> <p><b>Expressing obligation</b> Do you have to help your parents in housework? —Well, I must help my parents to set the table. —I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights.</p> <p><b>Expressing responsibilities</b> I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry.</p>	<p><b>Listening</b> E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks.</p> <p><b>Spoken Interaction</b> E8.8.SI1. Students will be able to interact during simple, routine tasks requiring a direct exchange of information. E8.8.SI2. Students will be able to talk about responsibilities.</p> <p><b>Spoken Production</b> E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms.</p> <p><b>Reading</b> E8.8.R1. Students will be able to understand various short and simple texts about responsibilities.</p> <p><b>Writing</b> E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.</p>
<b>TESTING &amp; EVALUATION</b>	
<p><b>Listening</b> 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><b>Speaking</b> 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><b>Reading</b> 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><b>Writing</b> 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**

### GET READY! (p. 122)

#### 1. Look at the pictures and state what the people are doing.

- Ask students to observe the pictures and describe the actions.
- Encourage them to use full sentences.
- Have students share their answers with the class.

#### 2. Listen and number the pictures. Then, match the phrases with the pictures and write. One phrase is extra.

- Play the audio and ask students to number the pictures correctly.
- Then, have them match the phrases with the pictures.
- Check answers as a class.

**3. Examine the chores in Exercise 2. Which of them do you have to do at home? Do you like doing them? Why / Why not? Answer the questions in turns.**

- Ask students to identify the chores they do at home.
- Encourage them to express their likes and dislikes with reasons.
- Have students take turns sharing their answers with a partner, then with the class.

**LISTENING (p. 123)**

**1. Listen and write the responsibilities of the members of the Morgan family.**

- Play the audio and ask students to listen carefully.
- Have them write the responsibilities of each family member.
- Check the answers with the class.

**2. Listen and fill in the blanks.**

- Play the audio again and ask students to fill in the blanks with the missing words.
- Review the answers together.

**SPEAKING (p. 123)**

**1. Work in pairs, ask and answer about your responsibilities at home.**

- Have students work in pairs and ask each other about their home responsibilities.
- Encourage them to take notes and use complete sentences.
- Ask some pairs to present their answers to the class.

**2. Talk about your obligations, likes, and dislikes.**

- Ask students to express what they must do at home and whether they like it or not.
- Have them discuss their obligations in small groups.
- Ask each group to summarize their discussion for the class.

**READING (p. 124-125)**

**1. Read the notes Mrs. Ford left. Then, do the exercises**

**a. Write the correct names of the people next to the chores.**

- Ask students to read the notes and match the names with the correct chores.
- Check answers together.

**b. Write the responsibilities of your family members and share them with your friends.**

- Have students write about their family members' responsibilities.
- Ask them to share their writing with a partner, then with the class.

**2. Read the following paragraphs and put them in the correct order. Then, find a suitable title for the text.**

- Ask students to read the mixed paragraphs and arrange them in the correct order.
- Have them suggest a suitable title.
- Check answers as a class.

**3. Do a survey in the classroom. Find out the names for the following chores and write. Then, complete the percentage table.**

- Ask students to walk around the class and survey their classmates about which chores they do at home.
- Have them complete the percentage table.
- Ask some students to share their findings.

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

**LISTENING (p. 126)**

**1. Listen to Yavuz and fill in the blanks.**

- Play the audio and ask students to listen carefully.
- Have them complete the blanks with the correct words.
- Check answers together.

**2. Listen and complete the sentences.**

- Ask students to listen to the audio again and complete the given sentences.
- Review answers as a class.

### **SPEAKING (p. 126)**

**Work in groups. Ask and answer about the responsibilities you must / have to do at home.**

- Divide students into small groups.
- Ask them to take turns talking about what they "must" or "have to" do at home.
- Have each group present their findings to the class.

### **READING & SPEAKING (p. 127-129)**

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

**a. Fill in the charts about the text messages.**

- Ask students to read the messages and complete the charts with the correct information.
- Check answers with the class.

**b. Circle the correct option.**

- Have students read the text messages again and choose the correct answers.
- Review answers together.

**2. Read the following paragraphs and put them in the correct order.**

- Ask students to arrange the paragraphs in the correct order.
- Check answers as a class.

**Now, write your opinion and state if you agree with Elsa or not. Then, discuss with your friends' answers.**

- Ask students to write their opinions on Elsa's view.
- Have them share their thoughts with a partner, then with the class.

**3. Work in pairs and discuss "respect" in the family.**

- Have students discuss the concept of respect in the family.
- Ask some pairs to summarize their discussion for the class.

**4. Discuss the following questions about responsibilities and respect in family life.**

- Ask students to work in small groups to discuss the given questions.
- Have each group present their conclusions to the class.

**5. Read the speech bubbles below and guess who has uttered them. Write the names under the pictures. One picture is extra.**

- Ask students to match the speech bubbles with the correct people.
- Check answers as a class.

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

### **WRITING (p. 130)**

**Read the poem about feelings and responsibilities below. Then, write a poem yourself.**

- Have them write their own poem about responsibilities and feelings.
- Ask some students to read their poems aloud.

### **ASSIGNMENTS (p. 130)**

**1. Write a short paragraph and explain the responsibilities of your family members. Follow the steps below.**

- Assign students to write a paragraph about their family's responsibilities.
- Have them present their paragraphs in the next lesson.

**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. 131-134)**

- 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. 135-136)**

- 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