**2022-2023 EDUCATIONAL YEAR   
ENGLISH LESSON PLAN FOR 8th GRADES**

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| **DATE / TIME** | 07 - 11 November / 40 min. + 40 min. + 40 min. + 40 min. |
| **UNIT** | Unit: 3 In The Kitchen |
| **TOPIC PATTERN** | Describing simple processes  Expressing preferences  Making simple inquiries |

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| **LEARNING OUTCOMES AND TARGET BEHAVIOURS** | **Listening**  **E8.3.L1.** Students will be able to get the gist of short, clear, simple descriptions of a process.  **Spoken Interaction**  **E8.3.SI1.** Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.  **Spoken Production**  **E8.3.SP1.** Students will be able to give a simple description about a process.  **Reading**  **E8.3.R1.** Students will be able to understand the overall meaning of short texts about a process**.**  **E8.3.R2.** Students will be able to guess the meaning of unknown words from the text.  **Writing**  **E8.3.W1.** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | |
| **TEACHING METHODS AND TECHNIQUES** | Communicative approach, TPR, Audio-lingual method, MI | |
| **TOOLS AND RESOURCES** | - Course book - Interactive Board  - Pictures -Activity Book  - Flashcards -Cram And Wordwall Games | |
| **FUNCTIONS AND LANGUAGES** | It’s easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add somesalt. After that, add some cheese and milk. Finally, pour the mixture into thehot pan.  Do you prefer cooking pizza or pasta?  —I love cooking and eating pizza.  —I usually prefer cooking pasta. | Do I use two or three eggs?  What can/should I use to cook soup?  bake – bitter – boil -- chop  flour -- fry  ingredients  kitchen tools (knife, spoon, fork,  pan, plate, oven …)  meal – mix – oil – peel – pour – salty - slice  sour – spicy - tasty |
| **TEACHING LEARNING ACTIVITIES** | **Lesson 1 - 1 Read the adjectives below about food/drinks. Complete the table about your choices.**  Direct students to the photos and ask them to read the adjectives. Read the sentences and explain the meanings of the unknown words. Explain the task and allow students enough time to complete it. Ask various students to tell their choices. Monitor students and help them.  **2 Complete the table with your friend’s choices. Then talk about them with the class.**  Explain the task and read the example aloud. Ask students to complete the table with their friend’s choices. Go around the class and monitor the activity. Encourage the students to talk about them with the class.  **Lesson 2 - 1 Study the following words related to cooking.**  Explain the task and allow students a few minutes to look at the photos. Focus students’ attention on the pictures and the kitchen verbs. Practice them with the class.  **2 Tick (**✓**) the ways your parents usually do for cooking the food/meals in the table. Then share your answers with your friends. Follow the example.**  Explain the task and read the example aloud. Ask students to complete the table. Go around the class and monitor the activity. Encourage the students to talk about the ways their parents usually do for cooking with the class.  **Lesson 3 - 1 Tick (✓) the meals you can make or cook. What else can you make/cook? Share with the class.**  Explain the task and allow students to use their dictionaries to find the meanings of the words. Ask students to tick the meals they can make. Go around the class and monitor the activity. Encourage the students to share with the class. | |
| **TASKS AND ACTIVITIES** | Tables  Labeling  Making puppets  Matching | |
| **ASSIGNMENT** | Students will tell what they love to cook. | |
| **ASSESSMENT AND EVALUATION** | Drama  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  True/False | |

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**English Language Teacher**

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**APPROVED**

**07/11/2022**

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**Headmaster**