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

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| **DATE / TIME** | 05 - 09 December / 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** | **8 Group Work: Work in groups of four. A group member makes a presentation and talks about his/her recipe in Part 6 while the others ask for some more details about the recipe. You may use the questions below.**  Divide students into groups of four. Explain the task and read the questions aloud. Allow students enough time to do the tast. Go around the class and monitor the groups. Help them if needed.  **Lesson 5**  **1 Complete the word search puzzle. The words can be in every direction.**  Explain the task and allow students enough time to do puzzle. Then elicit the answers.  **2 Say the tongue twister about a “Good Cook” below as fast as you can.**  This is a fun activity. Explain the task and ask students to say the tongue twister. Be careful with their pronunciation. | |
| **TASKS AND ACTIVITIES** | Tables  Labeling  Making puppets  Matching | |
| **ASSIGNMENT** | Students will tell what they love to cook in kitchen. | |
| **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**

**05/12/2022**

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**Headmaster**