

GRADE

UNIT

8

5



Functions

*** Accepting and refusing / Making excuses**



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Grade	8.5
Function	Accepting and refusing / Making excuses
Skills	Listening Speaking: Free speaking for lead in Listening: For specific information Speaking: Focus on fluency
Duration	20 mins.
Materials required	Track 1 for listening Photos for listening activity in Appendix A Flyer for speaking activity in Appendix B
Aims	To understand the gist of oral texts about accepting and refusing / making excuses
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teacher plays the track 1 and asks the students to number the photos and match the photos with the titles in Appendix A. 3. The teacher asks the students to choose one of the events in Appendix A and prepare a flyer as in the example in Appendix B. 4. The teacher asks the students to invite three of their classmates to event as in the example in Appendix B.



Lead in

Answer the questions.

* What kind of social responsibilities do you have?

* Do you have active roles in social responsibility projects / activities?

Appendix A

A. Listen and number the photos then write the titles under them.



Hand in hand for disabled

They are our past

World is our home

Animal Welfare



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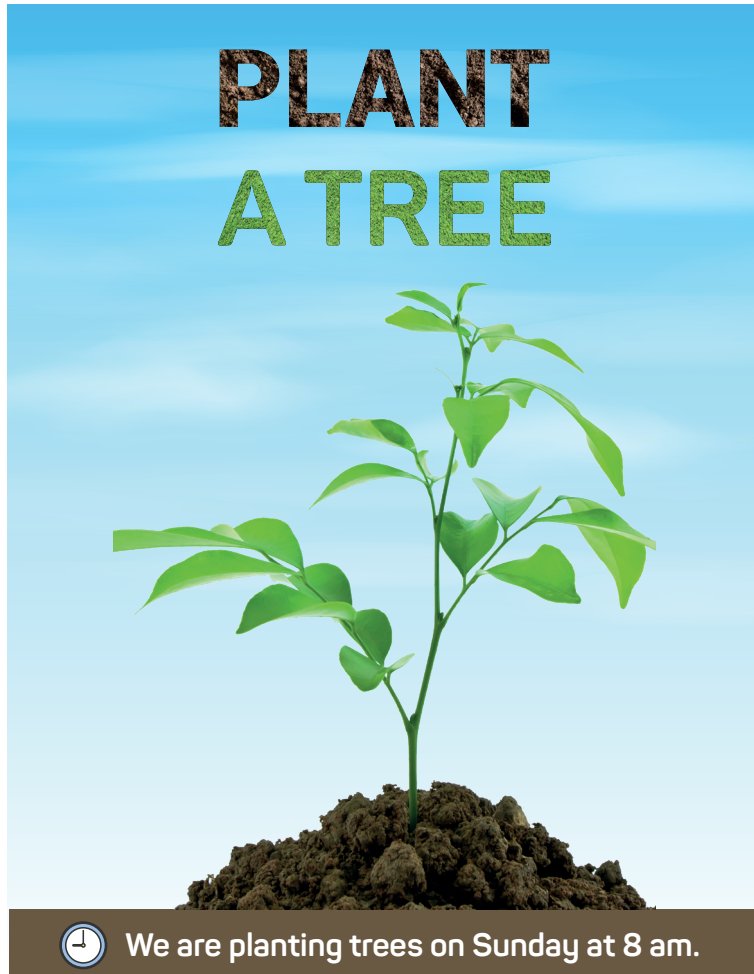


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Appendix B

B. Choose one of the events on part A and prepare a flyer for that. Then, invite three of your classmates to that event as in the example.



You

Would you like to join our organization on Sunday morning?

Sure, I would love to.

Ali

Ceyda

I'm sorry, but I can't. I have an important exam on Monday morning. I should study all day long.

That sounds great. I'll be there on that day.

Nalan



Grade	8.5
Function	Accepting and refusing / Making excuses
Skills	Speaking Speaking: Free speaking for lead in Reading sub-skill: Scanning Speaking: Focus on fluency
Duration	25 mins.
Materials required	Statements for reading activity in Appendix A Agenda for speaking activity in appendix B
Aims	To make excuses, and to accept and refuse offers by using a series of phrases and simple sentences
Procedures	<ol style="list-style-type: none">1. The teacher asks the lead in questions.2. The teacher asks the student A to read the events and invite the student B to three of the events in Appendix A.3. The teacher asks the student B to look at her/his agenda and reply the student A's invitations gently in Appendix B.



Lead in

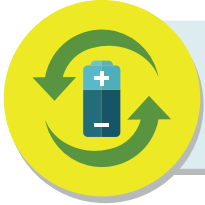
Answer the questions.

* Do you know "<https://www.vgm.gov.tr/>"?

* Search for this website at home and give brief information about it in the class.

Appendix A

A. Student A: Read the events below. Invite Student B to three of these events.



Collecting used batteries to protect our environment

Helping or feeding street animals



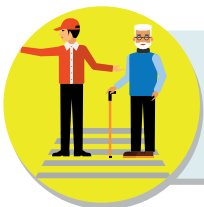
Starting a campaign to purchase wheelchairs for disabled people

Visiting animal shelters



Planting trees

Collecting books for the schools without libraries



Helping older people to cross the street



Appendix B

B. Student B: Look at your agenda and reply your friend's invitation. Accept or refuse her/his invitation gently as in the example.



Example :



Kaan

Would you like to visit the animal shelter with me on Tuesday?

Sure, that would be great.



Ayça

How about collecting books for the schools without library on Wednesday?

I'm sorry but I can't. I have to visit my aunt in the hospital on that day.



Grade	8.5
Function	Accepting and refusing / Making excuses
Skills	Reading Speaking: Free speaking for lead in Reading sub-skill : Skimming Speaking: Focus on fluency
Duration	30 mins.
Materials required	Text and dialogue for reading activity in Appendix A
Aims	To identify ideas in short and simple texts about accepting and refusing / making excuses To find specific information about accepting and refusing / making excuses
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teacher asks the students to read the text and answer what Kevin and his mom are volunteer for. 3. The teacher asks the students to read the dialogue and answer the comprehension questions. 4. The teacher asks the students to read the dialogue again and look at the statements in bold. 5. The teacher encourages the students to make their own dialogues replacing bold statements.



Lead in

Answer the questions.

- * Do you work for a social responsibility project?
- * What kind of social responsibilities do we have?

Appendix A

A. Read the text. What are Kevin and his mom volunteer for?

Kevin’s Mom works for an organization. Their mission is to provide orphans opportunities to grow up in a happy and healthy family environment with the resources to become responsible and independent adults. According to Kevin’s mom every child needs care and a loving home. So Kevin and his family are volunteers to organize a dinner for orphans like Robbie and Maggie. They lost their parents at a car crash three years ago, so they live at an orphanage. There are forty more children at this orphanage like Robbie and Maggie. Kevin is helping his mother organizing the event.

B. Read the dialogue between Kevin and his mother and answer the questions.

- Mom** : Kevin, all of us have responsibilities to our culture and society. For that reason, we are going to organize an event to help orphans. About 45 orphans will come to the event. **Would you like to help me?**
- Kevin** : Sure, Mom. **Shall we** prepare the shopping list?
- Mom** : **Good idea. How about** going to the supermarket?
- Kevin** : I will go there with my father. Let’s check the menu. We can cook chicken and pasta.
- Mom** : **OK**, then. I can make schnitzel and pasta. Children love them. **Why don’t we** make rice pudding?
- Kevin** : No. I think making a cake is a better choice, right?
- Mom** : **I’m sorry but** I don’t have enough time for making a cake. **Let’s go** to the bakery and see what’s there.
- Kevin** : OK, mom. Let’s go.

1. Why does Kevin's mom cook schnitzel?
.....
2. Why doesn't mom make a cake? What's her excuse?
.....
3. Why do they go to the bakery?
.....

C. Read the dialogue again and look at the statements expressing invitation, accepting and refusing in bold. Make your own dialogue replacing those statements.



Grade	8.5
Function	Accepting and refusing / Making excuses
Skills	<p>Writing</p> <p>Speaking: Free speaking for lead in</p> <p>Reading sub-skills : Skimming</p> <p>Writing genre: Messages (Twitter,Facebook,Instagram), Audience: Peers, Purpose: Writing short and simple messages about accepting and refusing / making excuses</p>
Duration	25 mins.
Materials required	Messages templates (Twitter,Facebook,Instagram) for reading and writing activities in Appendix A
Aims	To write short and simple text about accepting and refusing / making excuses
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teachers asks the students to read the messages inviting them to some social responsibility projects in Appendix A. 3. The teacher asks the students to write short replies to the invitations and make excuses if they refuse the invitations.



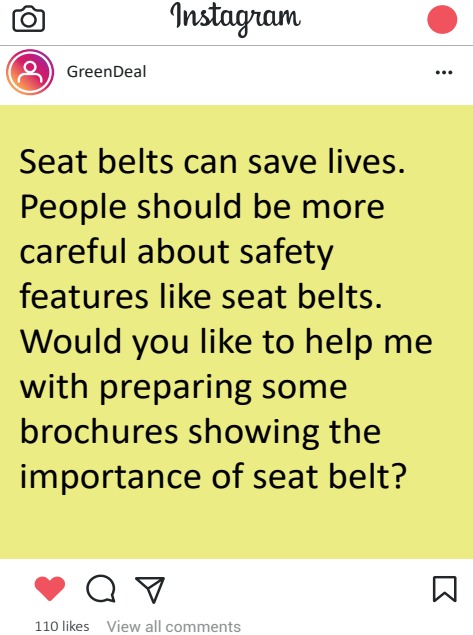
Lead in

Answer the questions.

- * Do you share anything about social responsibilities on social media?
- * If yes, what kind of things do you share?

Appendix A

A. Read the messages inviting you to some social responsibility projects. Write short replies to the invitations. Make excuses if you refuse the invitations.



Instagram

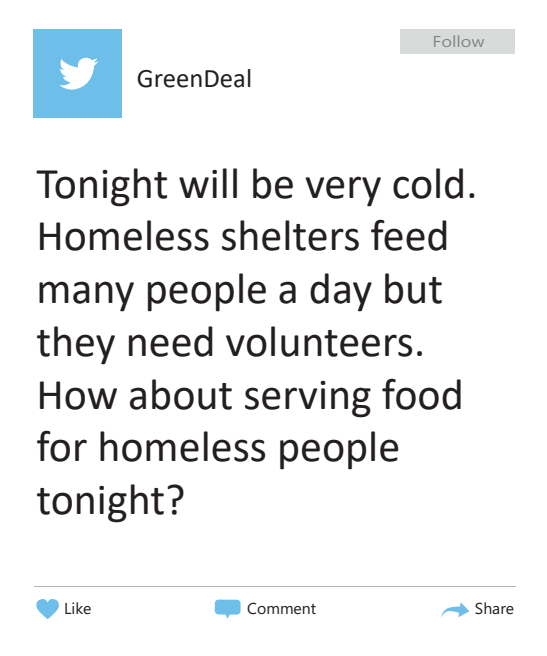
GreenDeal

Seat belts can save lives. People should be more careful about safety features like seat belts. Would you like to help me with preparing some brochures showing the importance of seat belt?

110 likes View all comments

.....

.....



GreenDeal


Follow

Tonight will be very cold. Homeless shelters feed many people a day but they need volunteers. How about serving food for homeless people tonight?

Like Comment Share

.....

.....



GreenDeal

30 mins

Planting tree is a lifelong investment. There is an upcoming event to plant trees. Our major is organizing it. Why don't we join this event?

John Smith and 120 others

Like Comment Share

.....

.....



LISTENING - (Track 1)

Appendix A

A. Listen and number the photos then write the titles under them.

Track 1:

1. Animal Welfare

Our school manager organizes a visit to the animal shelter every year on International Animal Rights Day. The shelter environment provides a good learning experience for us. We collect our pocket money to donate some dog food.

2. Hand in hand for disabled

In this event, our students start a campaign to supply wheelchairs for disabled people. We aim to collect thousands of plastic bottles. For informing the community about the campaign, we organize music recitals every year.

3. They are our past

Our school social events club organizes a social responsibility project on helping elderly in need. We visit old people, clean their houses and cook for them. Our main aim is to show them they are not alone so we read books and chat with them.

4. World is our home

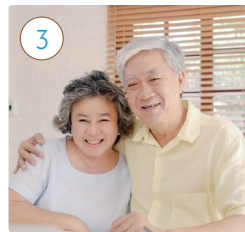
We should respect our environment. In this event, we volunteer to clean our neighbourhood and plant trees in the school garden. For recycling we prepare some informative flyers and posters to raise awareness.



World is our home



Animal Welfare



They are our past



Hand in hand for disabled

Appendix B

B. Choose one of the events on part A and prepare a flyer for that. Then, invite three of your classmates to that event as in the example.

- Students' own answers.

SPEAKING

Appendix A

A. Student A: Read the events below. Invite Student B to three of these events.

- Students' own answers.

Appendix B

B. Student B: Look at your agenda and reply your friend's invitation. Accept or refuse her/his invitation gently as in the example.

- Students' own answers.

READING

Appendix A



A. Read the text. What are Kevin and his mom volunteer for?

They are volunteer to organize a dinner for orphans.

B. Read the dialogue between Kevin and his mother and answer the questions.

1. Because children love schnitzel.

2. Because she doesn't have enough time for making it.

3. To buy dessert.

C. Read the dialogue again and look at the statements expressing invitation, accepting and refusing in bold. Make your own dialogue replacing those statements.

- Students' own answers.

WRITING

Appendix A

A. Read the messages inviting you to some social responsibility projects. Write short replies to the invitations. Make excuses if you refuse the invitations.

- Students' own answers.



-----References-----

(2018) İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar). Ankara: MEB.

----- Visual References-----

WEB SITE	ID	DATE	TIME	PAGE
www.freepik.com	2825706	03.08.2020	21:45	Cover
www.freepik.com	5016928	03.08.2020	21:46	2
www.freepik.com	4558556	03.08.2020	21:47	2
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