

GRADE UNIT

8

8



Functions

- * Expressing likes and dislikes
- * Expressing obligation
- * Expressing responsibilities



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Grade	8.8
Function	Expressing likes and dislikes Expressing obligation Expressing responsibilities
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 Table for listening activity in Appendix B Table for speaking activity in Appendix C
Aims	To identify the main points of a short talk describing the responsibilities of people To understand obligations, likes and dislikes in various oral texts To follow factual, short talks about obligations
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teacher asks the students to listen to the responsibilities and tick the chores they hear in Appendix A. 3. The teacher plays the track 1 and replays it if necessary. 4. The teacher asks the students to listen to the dialogues and what kind of chores the people have to do in Appendix B. 5. The teacher asks the students to write the chores they hear in the table in Appendix B. 6. The teacher plays the track 2 and replays it if necessary. 7. The teacher asks the students to choose four friends in the classroom. 8. The teacher asks the students to fill in the table with their names and responsibilities at home and let them talk about their responsibilities in Appendix C.



Lead in

Answer the questions.

- * How often do you help your parents at home?
- * What kind of responsibilities do you have at home?

Appendix A

A. Listen and tick the chores you hear.



wash the dishes



set the table



mop the floor



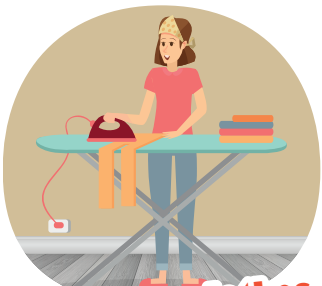
make your bed



help the other people



arrive home on time



iron the clothes



take out the garbage



water the plants



Appendix B

B. Listen and complete the dialogues with the phrases in Appendix A.



1.

Ken : Ed, where is the mop?

Ed : What happened?

Ken : Today is Tuesday and I am going to ¹..... . It is my turn.

Ed : And you have to wash the dishes today.

Ken : I really don't like doing the washing up but I am responsible for these chores.

Ed : I think it is better for you to find the mop and start, Ken.

2.

Mom : Monica, I have to ²....., do the laundry and empty the dishwasher.
Don't you think I am too busy? Can you help me?

Monica : Mom, I am so tired. Can you ask for help from dad?

Mom : He is busy with ³..... in the garden.

Monica : I don't like doing chores when I am tired.

Mom : But we must help each other. Remember, you are responsible for tidying your room but I always help you with it.

Monica : OK, mom. You are right. I can set the table then.

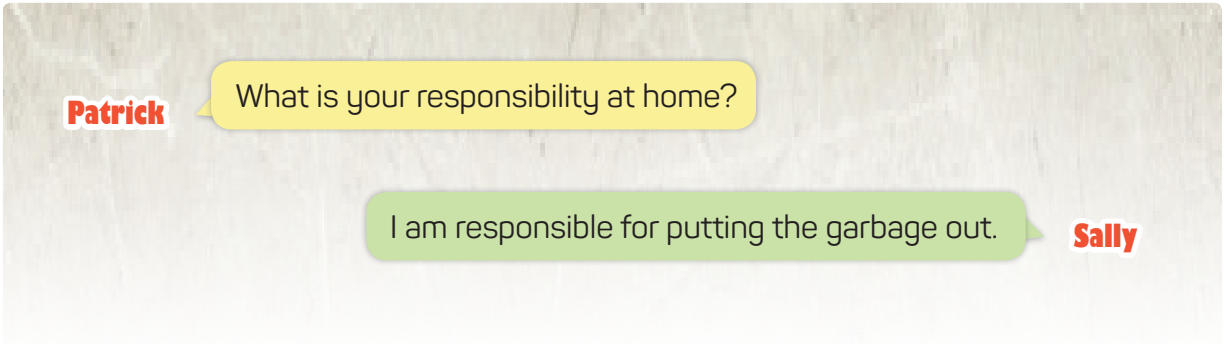
C. Read the dialogue, then write the names and the chores in the table.

Name	Chores
Ken	mopping the floor
.....
.....
.....
.....



Appendix C

D. Choose four friends in the classroom. Let them talk about their responsibilities at home and fill in the table with their names and responsibilities.



Name	Responsibilities
example: Sally	putting the garbage out
.....
.....
.....



Grade	8.8
Function	Expressing likes and dislikes Expressing obligation Expressing responsibilities
Skills	Speaking Reading sub-skill : Scanning Speaking : Focus on fluency
Duration	25 mins.
Materials required	Tables for reading and speaking activities in Appendix A
Aims	To talk about likes and dislikes To talk about obligation To talk about responsibilities
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to look at the table in Appendix A. 2. The teacher asks the students to read the dialogues and make dialogues as in the examples. 3. The teacher asks the students to look at the empty table and fill in it with your friends' name and chores. 4. The teacher asks the students to make short dialogues as in Exercise A.



Lead in




Answer the questions.

* Do you like household chores?

* If yes, which one is your favorite? Why? If no, do you have to do it? Why?

Appendix A

A. Look at the table. Make dialogues as in the examples.

Chores	 Bill	 Cameron	 Phil
load the dishwasher		✓ 😞	✓ 😊
tidy up		✓ 😞	
wash the dishes	✓ 😊		✓ 😞
do the laundry		✓ 😊	
do the ironing	✓ 😞		

Example:

Alice Who is responsible for loading the dishwasher?

Cameron and Phil are responsible for loading the dishwasher. Phil likes it but Cameron doesn't.

Miranda

Clara What does Bill have to do?

He has to wash the dishes. He doesn't like doing the ironing but he has to.

Julie

Who is responsible for.....?

What does have to do?

B. Look at the empty table and fill in it with your friends' names and chores. Then act out dialogues as in Exercise A.

Chores (your friend's name) (your friend's name) (your friend's name)
.....
.....
.....



Grade	8.8
Function	Expressing likes and dislikes Expressing obligation Expressing responsibilities
Skills	Reading Reading sub-skill : Skimming Speaking : Focus on fluency
Duration	25 mins.
Materials required	Photos and text for reading and speaking activities in Appendix A List for speaking activity in Appendix B
Aims	To understand likes and dislikes To understand obligation To understand various short and simple texts about responsibility
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 discuss in which picture shows us an ideal norm where both male and female share the responsibilities of the housework in Appendix A. 3. The teacher asks the students to look at the chores and think about which gender is responsible for these housework in Appendix B. 4. The teacher asks the students to write W for Women or M for Men in Appendix B. 5. The teacher asks the students to compare and discuss your answers with your classmates in Appendix B. 6. The teacher asks the students which gender mostly is responsible for housework and talk about the questions by giving answers in Appendix B.



Lead in

Answer the questions.

- * What are your mother’s responsibilities? What about your father’s?
- * How do they share household responsibilities?

Appendix A

A. Which picture is the ideal one for you? Why?



Roles of Both Males and Females in Housework

According to Angela Davis, “Housework, after all, is virtually invisible: “No one notices it until it isn’t done – we notice the unmade bed, not scrubbed and polished floor.”

The roles of men and women have changed over time. There has to be a balance in doing work around the house. Chores should be an equal job that all the members of the family have to take turns doing. Some family members don’t like doing chores but they have to do. Female or male all the family members should share responsibilities. Different family members can have different roles but some responsibilities like cleaning the sink or taking out the trash should be shared. It doesn’t matter if the women are better than men at housework. In today’s society both women and men have almost eight hour jobs so every family member should share chores like cooking and cleaning. Housework should be done by all members. With a few regular tasks around the house boys and girls can learn responsibility and teamwork. Even if they like or don’t like they should learn some household responsibilities.

B. Read the text and answer the questions.

1. Do you think women are better than men at housework?

.....

2. What do you think about sharing responsibilities?

.....



Appendix B

C. Look at the chores below and tick the ones you like. Answer the questions. Compare and discuss your answers with your classmates.

Dusting furnitures
 Washing the dishes
 Ironing the clothes
 Setting the table
 Cooking
 Taking out the garbage
 Mopping
 Paying the bills
 Cleaning the bathroom
 Mopping the floor
 Feeding the pets
 Fixing the roof

D. Compare your list with your classmates'. Ask and answer the questions as in the example.

Student A

Which chores do you like? Why?

Which ones do you hate? Why?

Which chores do you have to do?

Student B

I like washing the dishes because it is fun.

I hate loading the dishwasher because it is boring.

I have to take the dog for a walk every evening.



Grade	8.8
Function	Expressing likes and dislikes Expressing obligation Expressing responsibilities
Skills	Writing Reading sub-skills: Skimming Writing Genre: Paragraph, Audience : Peers, Purpose : To write a simple paragraph about responsibility and obligations
Duration	30 mins.
Materials required	Dialogue and table for reading and writing activities in Appendix A
Aims	To write short and simple paragraph about responsibility and obligations
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to read and tick the chores mentioned in the dialogue in Appendix A.2. The teacher asks the students to look at the chores and fill in the table which chores you like and don't like in Appendix B.3. The teacher asks the students to write a short paragraph about their responsibilities and obligations in Appendix B.



Lead in

Answer the question.

* Can you name some chores that need to be done everyday?

Appendix A

A. Read and tick the chores mentioned in the dialogue.

- Washing the dishes
- Ironing the clothes
- Setting the table
- Taking out the garbage
- Doing the laundry
- Paying the bills
- Cleaning the bathroom

Bob : Do you help your parents at home?

Sally : I have to. Ugh, My mother made me clean the bathroom yesterday. That is the chore I hate the most!

Bob : Oh my God! Why do you think so? I like cleaning the bathroom but you should put on gloves to protect yourself from germs.

Sally : I heard that. What about you? What are your responsibilities?

Bob : I have to do my laundry and iron my clothes. I love doing the laundry but ironing clothes takes lots of time.

Sally : I like taking out the garbage. It's a smelly but fast job.





Appendix B

B. Look at the chores and fill in the table with the chores you like and don't like. Write a short paragraph about your responsibilities and obligations.

- cleaning the bathroom
- mopping the floor
- vacuuming the carpet
- ironing clothes
- dusting the shelves
- watering the plants
- paying the bills
- washing the dishes
- setting the table
- doing the laundry
- doing shopping
- tidying up the room
- taking out the rubbish

LIKE	DON'T LIKE
<input type="checkbox"/> cleaning the bathroom	<input type="checkbox"/> mopping the floor
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

I have to clean the bathroom but I don't have to mop the floor because I don't like it.

.....

.....

.....

.....



LISTENING

Appendix A

A. Listen and tick the chores you hear.

Track 1:

make your bed

wash the dishes

water the plants

iron the clothes

take out the garbage

mop the floor

✓ make your bed

✓ wash the dishes

✓ water the plants

✓ iron the clothes

✓ take out the garbage

✓ mop the floor

Appendix B

B. Listen and complete the dialogues with the phrases in Appendix A.

Track: 2

1

Ken: Ed, where is the mop?

Ed: What happened?

Ken: Today is Tuesday and I am going to mop the floor. It is my turn.

Ed: And you have to wash the dishes today.

Ken: I really don't like doing the washing up but I am responsible for these chores.

Ed: I think it is better for you to find the mop and start, Ken.

2.

Mom: Monica, I have to set the table, do the laundry and empty the dishwasher. Don't you think I am too busy? Can you help me?

Monica: Mom, I am so tired. Can you ask for help from dad?

Mom: He is busy with watering the plants in the garden.

Monica: I don't like doing chores when I am tired.

Mom: But we must help each other. Remember, you are responsible for tidying your room but I always help you with it.

Monica: OK, mom. You are right. I can set the table then.

1. mop the floor

2. set the table

3. watering the plants

C. Read the dialogue, then write the names and the chores in the table.

Name	Chores
Ken	mopping the floor
Dad	watering the plants
Mom	setting the table, doing the laundry and emptying the dishwasher
Monica	setting the table, tidying her room



Appendix C

D. Choose four friends in the classroom. Let them talk about their responsibilities at home and fill in the table with their names and responsibilities.

- Students' own answers.

SPEAKING

Appendix A

A. Look at the table. Make dialogues as in the examples.

- Students' own answers.

B. Look at the empty table and fill in it with your friends' names and chores. Then act out dialogues as in Exercise A.

- Students' own answers.

READING

Appendix A

A. Which picture is the ideal one for you? Why?

- Students' own answers.

B. Read the text and answer the questions.

- Students' own answers.

Appendix B

C. Look at the chores below and tick the ones you like. Answer the questions. Compare and discuss your answers with your classmates.

- Students' own answers.

D. Compare your list with your classmates. Ask and answer the questions as in the example.

- Students' own answers.

WRITING

Appendix A

A. Read and tick the chores mentioned in the dialogue.

✓ Ironing the clothes

✓ Taking out the garbage

✓ Doing the laundry

✓ Cleaning the bathroom

Appendix B

B. Look at the chores and fill in the table which chores you like and don't like. Write a short paragraph about your responsibilities and obligations.

- 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-----

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