

LESSON PLAN

Grade: 7

Unit: 9-Environment

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing simple processes First, get the seeds. Then, plant and water them.</p> <p>Expressing obligation What should we do for our environment? —We have to start using public transportation. —Stop polluting the rivers. We must stop destroying forests.</p> <p>Giving explanations/reasons Rain forests are important because they are necessary for oxygen. We should protect wild animals because they are important for the balance of the nature.</p>	<p>Listening E7.9.L1. Students will be able to understand phrases and the highest frequency vocabulary about environment. E7.9.L2. Students will be able to follow how a simple process is described in clear oral texts.</p> <p>Spoken Interaction E7.9.SI1. Students will be able to talk about obligations. E7.9.SI2. Students will be able to give simple instructions for a specific process.</p> <p>Spoken Production E7.9.SP1. Students will be able to give a simple description or presentation of a process.</p> <p>Reading E7.9.R1. Students will be able to identify specific information in various texts about environment.</p> <p>Writing E7.9.W1. Students will be able to write short, simple messages about environment. E7.9.W2. Students will be able to write short description of a process.</p>
TESTING & EVALUATION	
<p>Listening 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>Speaking 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>Reading 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>Writing 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>	

31st Week: 5-9 May Time: 40+40+40+40

Lesson 1

Objective: Understand personal environmental habits and identify common environmental issues.

- **WARM UP:** Answer the questions and find out if you are environmentally friendly. (Page 108)
1. Distribute the questionnaire to the students and ask them to answer the questions to find out if they are environmentally friendly.
 2. Pair students to discuss their results and share the actions they do or don't do.
 3. Facilitate a class discussion to encourage students to share their thoughts on improving their environmental habits.

- **A. Listening & Writing**

A1. Match the pictures with the environmental problems. There are two extra problems. (Page 108)

1. Show the pictures and ask students to match each one with the correct environmental problem.
2. Pair students to compare their matches and discuss any differences in their choices.
3. Review the correct answers as a class, encouraging students to explain their reasoning.

Lesson 2

- **Objective:** Improve listening skills by identifying environmental problems and understanding solutions.

- **A2. Listen to the speaker and tick the environmental problems you hear in activity A1.** (Page 108)

1. Play the audio and instruct students to listen carefully and tick the problems mentioned in Activity A1.
2. Allow students to listen twice and compare their answers with a partner.
3. Review the correct answers as a class, encouraging students to share which words helped them identify each problem.

- **A3. Listen to the speaker again and decide what we must/mustn't do for the environment. Put a tick (✓) or a cross (X).** (Page 109)

1. Replay the audio and ask students to listen for specific instructions about what actions should or should not be taken.
2. Allow students to compare their answers with a partner, discussing any differences.
3. Facilitate a class discussion to confirm the correct answers, asking students to explain their choices.

Lesson

Objective: Learn about recycling at home and develop listening skills to follow processes.

- **A4. Listen to the speaker again and put the process of recycling at home in the order you hear.** (Page 109)

1. Play the audio and instruct students to listen carefully and sequence the steps of recycling at home in the correct order.
2. Pair students to discuss their answers and correct any mistakes together.
3. Review the correct order as a class, encouraging students to describe why certain steps come first.

Lesson 4

- **Objective:** Create and present a brochure to promote environmental awareness.

- **A5. Make a brochure for one of the problems below. Use pictures and slogans. Write short and simple eco messages on your brochure.** (Page 109)

1. Guide students in choosing one environmental problem to focus on for their brochure.
2. Allow students time to create their brochure, using pictures, slogans, and short messages.
3. Collect the brochures and display them around the classroom or invite students to present them.

- **A6. Share the messages and slogans on your brochure with your classmates.** (Page 109)

1. Ask students to present their brochures to the class, explaining their chosen problem and the messages they created.
2. Facilitate a peer feedback session where classmates provide positive comments and suggestions.
3. Encourage a class discussion on the different environmental problems and proposed solutions.

32nd Week: 12-16 May Time: 40+40+40+40

Lesson 1

- **Objective:** Reflect on personal environmental actions and discuss with peers.

- **B1. Look at the table. Put a tick (✓) or a cross (X) for your activities in the "YOU" column.** (Page 110)

1. Ask students to reflect on their own actions and tick or cross the activities in the "YOU" column.
2. Pair students to discuss their responses and learn from each other's practices.

3. Facilitate a class discussion to encourage sharing of ideas for more environmentally friendly actions.

- **B2. Work in pairs. Look at the table in activity B1 again. Learn about your partner's activities as in the example. Put a tick (✓) or cross (X) for your partner's activities.** (Page 110)

1. Pair students and have them ask each other about their environmental practices using the table.
2. Encourage students to fill in the "Your Partner" column based on their partner's answers.
3. Discuss the findings as a class, focusing on common practices and areas for improvement.

Lesson 2

- **Objective:** Improve reading comprehension skills by analyzing environmental texts and diagrams.

- **B3. Read the text and answer the questions.** (Page 110)

1. Instruct students to read the text carefully and answer the comprehension questions provided.
2. Pair students to compare their answers and discuss any differences.
3. Review the correct answers as a class, encouraging students to explain their reasoning.

- **B4. Read the text in activity B3 again and complete the diagram.** (Page 111)

1. Ask students to reread the text and fill in the diagram with the correct information.
2. Pair students to compare their diagrams and ensure accuracy.
3. Facilitate a class review to confirm the correct information and discuss its significance.

Lesson 3

Objective: Practice matching and giving suggestions related to environmental activities.

- **B5. Match the halves. There is an extra word.** (Page 111)

1. Provide students with the matching activity and ask them to complete it individually.
2. Pair students to compare their answers and discuss any discrepancies.
3. Review the correct answers as a class, prompting students to explain their choices.

- **B6. Work in pairs. Look at the activities in activity B1 again. Give suggestions to each other as in the example.** (Page 111)

1. Ask students to work in pairs and use the activities in B1 to give suggestions to each other on how to improve their environmental habits.
2. Allow pairs to discuss and practice giving suggestions using phrases like "You should..." and "You mustn't...".
3. Encourage a class discussion where students share the suggestions they received and found useful.

Lesson 4

- **Objective:** Reinforce environmental vocabulary through a fun and interactive puzzle.

- **PUZZLE: Find the words in the puzzle.** (Page 112)

1. Distribute the word puzzle and ask students to find and circle the environmental vocabulary.
2. Pair students to check their answers and discuss any new words they learned.
3. Review the answers as a class, and encourage students to use the new vocabulary in sentences.

33rd Week: 19-23 May Time: 40+40+40+40

Lesson 1

- **Objective:** Understand recyclable materials and improve speaking skills through discussion.

- **C1. Match the words with the pictures of materials. There is an extra word.** (Page 112)

1. Ask students to match each word with the correct picture of a material.
2. Pair students to compare their answers and discuss any discrepancies.
3. Review the correct answers as a class, prompting students to explain their choices.

- **C2. Look at the materials in activity C1 and give some examples of recyclable materials.** (Page 112)

1. Have students look at the materials in C1 and provide examples of what can be recycled.
2. Pair students to discuss their examples and suggest additional recyclable materials.

3. Facilitate a class discussion to create a comprehensive list of recyclable materials.

Lesson 2

- **Objective:** Develop practical skills by conducting a recycling experiment and presenting findings.
- **C4. Work in pairs. Make an experiment about recycling. Give simple instructions as in activity C3.**

(Page 113)

1. Pair students and guide them to conduct a simple recycling experiment using materials like paper, water, and glue.
2. Ask pairs to prepare and write down simple instructions for their experiment.
3. Encourage students to present their experiments to the class, explaining each step clearly.

- **C5. Give a presentation of your experiment in activity C4 to your classmates.** (Page 113)

1. Allow each pair to present their recycling experiment to the class.
2. Facilitate a peer feedback session where classmates provide constructive comments on the presentation and experiment.
3. Encourage a class discussion on what they learned from the different experiments.

Lesson 3

- **Objective:** Develop creative thinking by creating a poster and sharing ideas for environmental protection.

- **PROJECT: Prepare a poster. Show the ways of protecting our environment.** (Page 114)

1. Guide students in designing a poster that illustrates various ways to protect the environment.
2. Allow time for students to create their posters using drawings, pictures, and short messages.
3. Display the posters around the classroom and organize a gallery walk for students to present their ideas.

Lesson 4

LET'S PRACTICE Activities A-H (Pages 115-118)

1. Provide all practice activities, asking students to complete them individually or in pairs.
2. Review each activity as a class, discussing answers and clarifying any doubts.
3. Encourage students to share their thoughts and reflections on what they have learned throughout the unit.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

Uygundur .../.../...

Okul Müdürü