

LESSON PLAN

Grade: 8

Unit: 9-Science

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? —I am reading a science fiction novel. —Currently, I am reading a book about space travel.</p> <p>Talking about past events Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity.</p>	<p>Listening E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science.</p> <p>Spoken Interaction E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements.</p> <p>Spoken Production E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way.</p> <p>Reading E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science.</p> <p>Writing E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph.</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

GET READY! (p. 138)

1. Look at the picture and answer the questions below.

- Ask students to observe the picture and answer the questions given about it.
- Encourage them to use full sentences in their responses.
- Have students share their answers with the class.

2. Listen and write the words and phrases you hear under the correct pictures. One word is extra.

- Play the audio and ask students to listen carefully.
- Have them write the words under the correct pictures.
- Check the answers together as a class.

Now, use the words above in your own sentences.

- Ask students to write their own sentences using the words.
- Have them read their sentences to a partner, then share some with the class.

3. Work in pairs and build up a similar dialogue.

- Ask students to read the given dialogue as an example.
- Have them work in pairs and create a similar dialogue about science topics.
- Ask some pairs to act out their dialogues for the class.

LISTENING (p. 139)

1. Listen and number the pictures.

- Play the audio and ask students to number the pictures correctly.
- Play the audio again if needed.
- Check answers as a class.

2. Listen to the dialogue and complete the missing parts.

- Ask students to listen carefully and fill in the blanks in the dialogue.
- Play the audio again if necessary.
- Have students compare their answers with a partner before checking as a class.

SPEAKING (p. 139)

What are they doing? Look at the pictures and describe each of them using the questions. Make as many sentences as you can.

- Ask students to describe the pictures using the guiding questions.
- Encourage them to form complete sentences.
- Have some students share their descriptions with the class.

READING (p. 140-141)

1. Read the text.

a. Write what happened in the following years.

- Ask students to read the text and find the significant events in each year.
- Have them write their answers in their notebooks.
- Check answers together as a class.

b. Answer the questions.

- Have students answer the comprehension questions about the text.
- Review the answers together.

2. Complete the sentences using the clues in the boxes. Then, match them with the correct pictures.

- Ask students to complete the sentences with the correct words from the box.
- Have them match the sentences with the correct pictures.
- Check answers with the class.

3. Read the dialogue and answer the questions.

- Ask students to read the dialogue carefully.
- Have them answer the comprehension questions.
- Discuss answers with the class.

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

LISTENING (p. 142)

1. Listen to the text and circle the correct option.

- Play the audio and ask students to choose the correct answers.
- Play the audio again if necessary.
- Check answers together as a class.

2. Listen to the track 49 again and write the inventions/discoveries made by the following people.

- Have students listen carefully and take notes about the scientists mentioned.
- Check answers with the class.

SPEAKING (p. 142)

Prepare a speech on scientific achievements and present it to the class.

- Ask students to choose a scientific achievement and prepare a short speech about it.
- Allow them some time to research or take notes.
- Have students present their speeches to the class.

READING & SPEAKING (p. 143-145)

1. Read the extracts and put them in the correct order.

- Ask students to read the extracts and arrange them in the correct order.
- Check answers with the class.

a. Complete the sentences.

- Have students complete the given sentences based on the extracts.
- Review answers together.

b. If you had a chance to interview Alan Turing, Jack Kilby, and Tim Berners-Lee, what would you ask them? Prepare one question for each one.

- Ask students to think of one question for each scientist.
- Have them discuss their questions in pairs before sharing with the class.

2. Read the paragraph. Then, do the exercises.

a. Circle the correct option.

- Have students choose the correct answer for each question.
- Check answers as a class.

b. Complete the sentences.

- Ask students to complete the sentences using information from the paragraph.
- Review answers together.

3. Work in pairs. Discuss the scientific achievements according to their importance.

- Have students discuss in pairs which scientific achievements they think are most important.
- Ask some pairs to share their opinions with the class.

4. Talk about these inventions. Ask and answer the questions with your friend.

- Ask students to discuss the given inventions with a partner.
- Have some pairs present their discussions to the class.

Now, write a short paragraph about one of the inventions above. Use the questions in Exercise 4.

- Ask students to choose an invention and write a short paragraph about it.
- Have some students read their paragraphs aloud.

5. Think of a famous scientist, ask and answer these questions with your friend.

- Have students choose a famous scientist and discuss using the guiding questions.
- Ask some pairs to present their discussions to the class.

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

WRITING (p. 146)

Decide on a scientific achievement and write a short paragraph as in the example.

- Ask students to write a paragraph about a scientific achievement of their choice.
- Have some students read their paragraphs aloud.

ASSIGNMENTS (p. 146)

1. Prepare a poster about scientific inventions/discoveries.

- Assign students to create a poster about a scientific discovery or invention.
- Ask them to present their posters to the class.

2. Keep expanding your visual dictionary. Include the new vocabulary items.

- Have students add new words from the unit to their visual dictionary.
- Ask them to share one new word and its meaning with the class.

EXERCISES (p. 147-150)

- Complete exercises on vocabulary, listening, and writing.
- Guide students through exercises such as matching words, completing sentences, and making comparisons.
- Check answers together.

UNIT TEST (p. 151-152)

- Allow students to complete the test independently and review answers together.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü