

LESSON PLAN

Grade: 8

Unit: 10-Natural Forces

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Making predictions about the future (Giving reasons and results)</p> <p>—I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources.</p> <p>—I think there will be serious droughts. So schools should educate students to use less water.</p> <p>Do you think there will be a water shortage?</p> <p>—Yes. There won't be enough water.</p> <p>—No. There will be a lot of rain in the future.</p>	<p>Listening E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters.</p> <p>Spoken Interaction E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters.</p> <p>Spoken Production E8.10.SP1. Students will be able to express predictions concerning future of the Earth. E8.10.SP2. Students will be able to give reasons and results to support their predictions about natural forces and disasters.</p> <p>Reading E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters.</p> <p>Writing E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.</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>	

34th Week: 26-30 May Time: 40+40+40+40

GET READY! (p. 154)

1. Name three natural disasters you know. Imagine one of them hits the country you live in. What would you do first? Take notes and tell them to the class.

- Ask students to write down three natural disasters they know.
- Have them imagine one of these disasters happening in their country and write what they would do first.
- Ask students to share their ideas with the class.

2. Listen and write the name of the disaster you hear under the correct pictures. One picture is extra.

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

3. Which of the disasters given above is the most dangerous one to you? Take notes and discuss with your friends.

- Ask students to choose the most dangerous disaster in their opinion and write reasons for their choice.
- Have them discuss their ideas in small groups.
- Ask some groups to present their discussions to the class.

LISTENING (p. 155)

1. Listen to the TV news and write True (T) or False (F).

- Play the audio and ask students to listen carefully.
- Have them decide whether the given statements are true or false.
- Check answers with the class.

2. Listen to the track 52 again and fill in the blanks.

- Play the audio again and ask students to complete the missing words in the sentences.
- Check answers with the class.

SPEAKING (p. 155)

Work in groups. Talk about the necessary precautions and make suggestions for preventing the disasters.

- Ask students to form small groups and discuss ways to prevent natural disasters.
- Have each group write their suggestions.
- Ask groups to present their ideas to the class.

READING (p. 156-157)

1. Look at the pictures below and make a guess on what the texts are about.

- Ask students to look at the pictures and predict the content of the reading texts.
- Have some students share their guesses with the class.

2. Read the paragraphs. Then, do the following exercises.

a. Some phrases are missing from the paragraph. Choose the best ones below to complete the blanks (1-3).

- Ask students to read the paragraphs carefully and fill in the missing phrases.
- Check answers with the class.

b. Read the paragraphs again and match the pictures with them in Exercise 1.

- Have students match each paragraph to the correct picture.
- Review answers as a class.

c. Read the sentences and write True (T) or False (F).

- Ask students to decide if the given sentences are true or false based on the text.
- Check answers together.

3. Suppose you're preparing a school magazine. Read the following questions and write a short answer for each one.

- Ask students to answer the questions as if they were preparing an article for a school magazine.
- Have them share their answers with a partner.

4. Imagine you asked the questions in Exercise 3 above in the magazine you've prepared. Read the sample answers.

Now, answer the questions.

- Ask students to compare their answers with the sample ones.
- Have them discuss differences with their classmates.

35th Week: 2-6 June Time: 40+40+40+40

LISTENING (p. 158)

1. Listen to the dialogue and make a list of the problems mentioned.

- Play the audio and ask students to note down the problems discussed.
- Check answers as a class.

2. Listen to the track 53 again and write the suggestions for the problems mentioned in the text.

- Ask students to listen carefully and write down the solutions suggested in the audio.
- Review answers together.

SPEAKING (p. 158)

Think about some other problems/disasters apart from the ones in Listening Exercise 1. Discuss their reasons and results. Support your predictions.

- Have students work in small groups to discuss additional environmental problems or disasters.
- Ask each group to present their predictions and solutions to the class.

READING & SPEAKING (p. 159-161)

1. Read the dialogue.

Now, answer the questions.

- Ask students to read the dialogue and answer the comprehension questions.
- Check answers with the class.

2. Work in pairs and give your reasons and results to support your predictions about the future of the Earth.

- Ask students to discuss their predictions about the Earth's future.
- Have them share their discussions with another pair.

3. Read the dialogue. Then, do the exercises.

Now, work in pairs. Imagine you are a radio presenter and a survivor. Role-play a conversation about the earthquake that hit the city. Use the following questions.

- Assign students roles (radio presenter and earthquake survivor).
- Ask them to act out a short conversation using the guiding questions.
- Have some pairs present their role-plays to the class.

4. Match the pictures with the words. One word is extra.

- Ask students to match each picture with the correct word.
- Check answers with the class.

5. Look at the list and give reasons and results about the possible disasters.

- Have students choose disasters from the list and explain their causes and consequences.
- Ask them to share their explanations with a partner.

36th Week: 9-13 June Time: 40+40+40+40

WRITING (p. 162)

Write a short paragraph about the reasons and results of natural forces and disasters as in the example.

- Ask students to write a paragraph explaining the causes and effects of a natural disaster.
- Have some students read their paragraphs aloud.

ASSIGNMENT (p. 162)

Complete and reflect on your visual dictionary.

- Ask students to add new vocabulary items to their visual dictionary.

EXERCISES (p. 163-166)

1. Do the crossword puzzle.

- Ask students to complete the crossword puzzle using the given clues.
- Review answers together.

2. Match the words with the definitions. One definition is extra.

- Have students match the words with their correct meanings.
- Check answers with the class.

3. Read the paragraphs and match them with the pictures. One picture is extra.

- Ask students to match each paragraph with the correct picture.
- Review answers as a class.

4. Make three possible predictions about the future and write the reasons and the results.

Now, work in pairs and discuss your predictions.

- Ask students to write three predictions about the future.
- Have them discuss their ideas with a partner.

5. Listen and circle the correct answer.

- Play the audio and ask students to select the correct answers.
- Check answers with the class.

6. Which natural forces is each person below speaking about? Write the answers.

- Have students read the descriptions and write the correct disaster name. Check the answers together.

7. Write two damages these disasters cause.

- Ask students to write two consequences of natural disasters.
- Have them share their answers with the class.

**8. Look at the news headlines and write what they are about.
Now, match the news headlines with the pictures.**

- Ask students to match the headlines with the correct images.
- Check answers as a class.

UNIT TEST (p. 167-168)

- Allow students to complete the test independently.
- Review answers as a class.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü