GRADE 8 UNIT 3

Functions

- Describing simple processes
- Expressing preferences
- Making simple inquiries

YAZARLAR

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GÖRSEL TASARIM

Serkan UTLU

Grade	8.3
Function	Describing simple processes Expressing preferences Making simple inquiries
Skills	Listening Speaking: Free speaking for lead in Listening: For specific information
Duration	20 mins.
Materials required	Track 1 for listening Text for listening activity Appendix A Pictures for listening activity Appendix B
Aims	To get the gist of short, clear, simple descriptions of a process To understand simple descriptions of a process To understand preferences
Procedures	1. The teacher asks lead in questions. 2. The teacher plays the track 1 and replays it if necessary. 3. The teacher asks the students to fill in the blanks with the sequencers in the box in Appendix A. 4. The teacher asks the students to work in pairs and read the text aloud in order to check. 5. The teacher plays the track 1 again and asks the students to order the pictures in Appendix B.

Lead in

Have you ever tried coding applications? What are they? What are they used for?

Appendix A

A. Listen to the text and fill in the blanks with the sequencers in the box. track 1

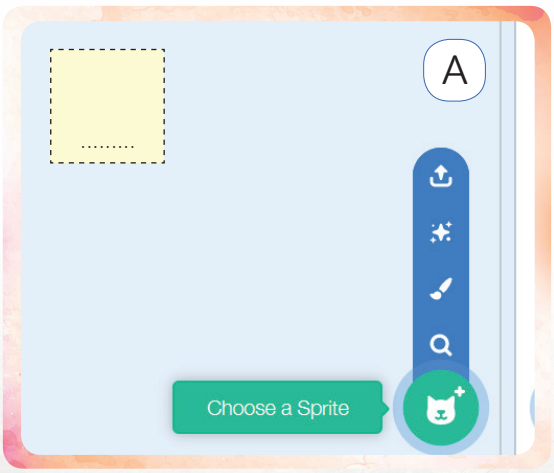
then second first finally after that

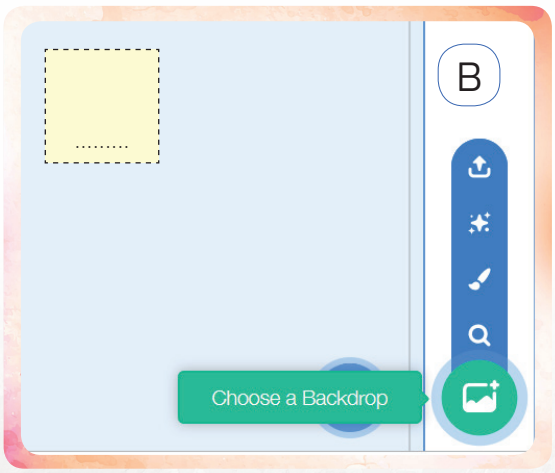
Mike is in the class and presenting his scratch game steps to his friends now.

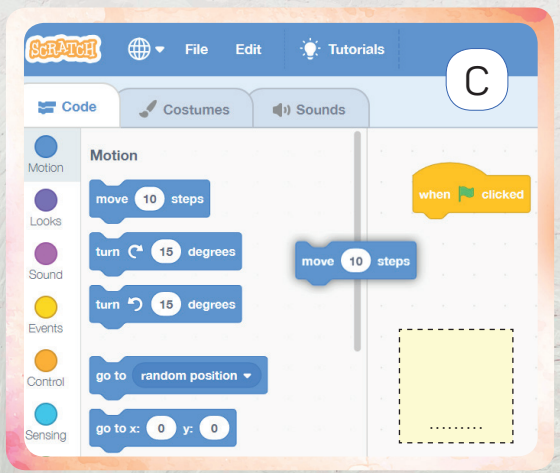
Hi, friends. I am going to talk about my scratch game. Scratch is a very enjoyable graphic coding program. Every child can create their own small stories, games, various animations and share interactive stories on scratch. I usually prefer coding educational games and animations. I prefer creating my own game to playing with others. Here is the simple steps of coding a game. [1]....., go to "scratch.mit.edu" website. This is the official website of scratch. It is safe and informative. [2]....., choose your sprite. Sprite is a kind of character in the game. You can also choose different costumes or sounds for your sprite. [3]....., choose the backdrop such as a room, castle or basketball court. I usually prefer a basketball court or a schoolyard. [4]....., click on the code section. [5]....., you can begin coding your game clicking on the Looks, Sounds, Event, Control and other buttons of categories.

Appendix B

B. Listen to the text again and order the pictures.







Grade	8.3
Function	Describing simple processes Expressing preferences Making simple inquiries
Skills	Speaking Speaking: Free speaking for lead in Speaking: Focus on accuracy Reading sub-skills : Skimming
Duration	20 mins.
Materials required	Process of an experiment for speaking activity Appendix A
Aims	To give a simple description about a process To ask and answer questions and exchange ideas and information on a topic related to how something is processed To express preferences
Procedures	1. The teacher asks lead in questions. 2. The teacher shows the process of the experiment in Appendix A and asks the students to look at it. 3. The teacher asks the students to read the experiment about blowing up a balloon with yeast in pairs and reorder the statements with the sequencers in Appendix A. 4. The teacher asks the students to look at the experiment again and make a dialogue about the process of the experiment as in the example in pairs. 5. The teacher sets a time limit for the activity around 10 minutes, and then the students start role playing. 6. The teacher asks the students to answer the questions about their preferences and talk about them.

Lead in

Have you ever done an experiment? If yes, talk about it.

Appendix A

A. Read the experiment about blowing up a balloon with yeast. Work in pairs and reorder the statements with the sequencers below.

First Second Then After that Finally

BLOW UP A BALLOON WITH YEAST

YOU WILL NEED

- A small, clean, plastic soda bottle
- 1 teaspoon of sugar
- Some warm water
- A small balloon
- Yeast

_____ Put the bottle in a warm place and leave it there about 20 minutes. If it goes well, the balloon will begin to inflate. a

_____ Add the sugar and shake it again some more. b

_____ Blow up the balloon a few times then put the neck of the balloon over the neck of the bottle. c

_____ Fill the bottle up with warm water. d

_____ Add all of the yeast and shake the bottle a few seconds. e

B. Work in pairs and read the experiment again. Make a dialogue about the process of the experiment as in the example.


Arda

What will you need?


Pelin

We will need [1].....

What will you do first ?

First, we [2].....

What will the next step be?

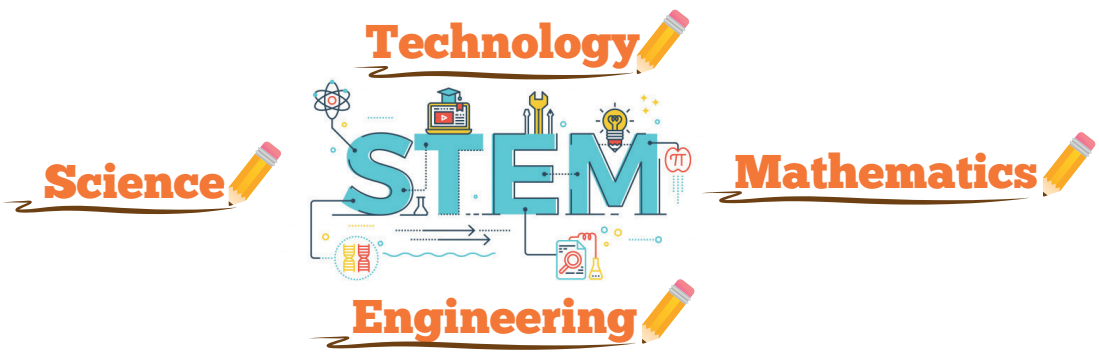
Second, [3].....

Then?

Then, we [4].....

C. Is there a STEM education class at your school?

Which subject do you prefer to learn STEM? Science, Technology, Engineering, Mathematics? Why?



Grade	8.3
Function	Describing simple processes Expressing preferences Making simple inquiries
Skills	Reading Speaking: Free speaking for lead in Reading sub-skills :Skimming Writing Genre : Story, Audience: Peers, Purpose: Express preferences
Duration	30 mins.
Materials required	Dialogue for reading activity Appendix A
Aims	To understand the overall meaning of short texts about a process To understand preferences
Procedures	1.The teacher asks lead in questions. 2. The teacher asks the students to complete the dialogue using the appropriate phrases in Appendix A. 3. The teacher asks the students to share their answers to check them. 4. The teacher asks the students to answer comprehension questions about the dialogue. 5. The teacher asks the students to share their answers. Instead of correcting mistakes by herself/himself, the teacher wants the students to correct their peers' mistakes. 6. The teacher asks the students to make their own short story about Batu and Berk.

Lead in

Have you ever been at a techno fair? If yes, where? When?

Did you try coding before?

Appendix A

A. Complete the dialogue using the appropriate phrases.

good luck boys!	how can I help you?	excited about	online training videos	could you

Berk : Batu, I am so [1]..... TechnoFest Fair.

Batu : Absolutely Berk. I want to visit the coding companies' exhibition. I want to ask them some questions.

Berk : So we can check the exhibition map. The coding companies are at C1. Let's go.

Batu : Hey look! There is one on the corner. Cavecraft Company.

Berk : It is one of the best. Let's go.

Batu : Hi, Sir!

Man : Hi, boys! Welcome to our fair. [2].....

Berk : We are really interested in coding as a hobby but we want to be expert.

Batu : And we want to create an application or a game. [3]..... tell us where we can start?

Man : First, you can buy any start pack then you can download it. Or download our application for the tablets.

Batu : Is it a game or an application coding pack?

Man : You can create both an application and a game. We create this pack for all levels, so you can learn that easily. You can watch the [4]..... on our website too.

Berk : Do you have any online courses? I want to create more professional applications or games.

Batu : I prefer learning by trying the codes, Berk.

Man : I prefer this, boys. It will be more useful for you.

Berk : Thank you Sir. We can buy one of your start coding packs.

Batu : Thank you Sir. We can buy 2nd level pack as well.

Man : [5].....

B. Read the conversation and answer the questions.

1. What do the boys want at the fair?
2. Are Berk and Batu coding experts?
3. Does the man help the boys?

C. Read the conversation in Appendix A again and summarize with your own words.

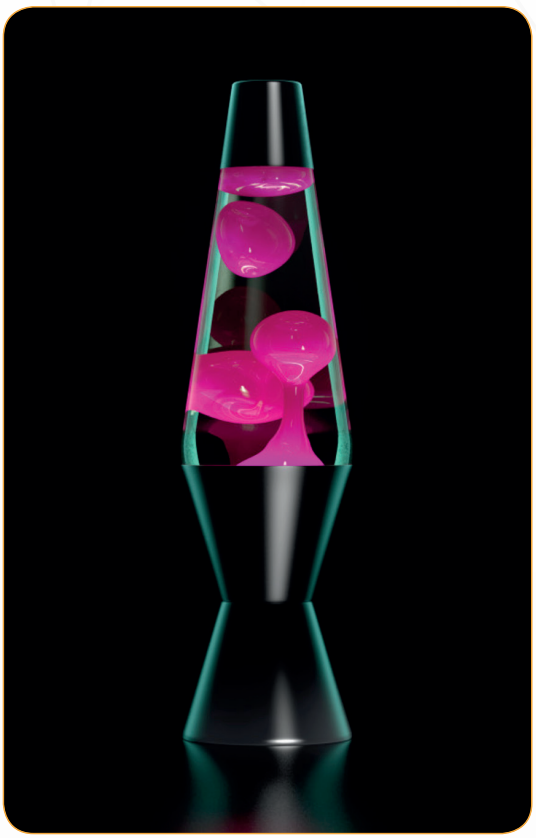
Example:

Batu and Berk are two crazy and clever boys. They are interested in technology and new applications. And they want to create their application, too. So.....

Grade	8.3
Function	Describing simple processes Expressing preferences Making simple inquiries
Skills	Writing Listening for specific information Speaking: Free speaking for warming-up Writing Genre: Outlining,Audience: Peers, Purpose: Describing simple processes Reading sub-skills: Skimming and scanning
Duration	30 mins.
Materials required	Track 2 for listening Photo and text for listening activity in Appendix A Photos for speaking activity in Appendix B Photos for writing activity in Appendix C Project for writing activity Appendix D
Aims	To write a series of simple phrase and sentences by using linkers to describe a process. To write preferences
Procedures	1. The teacher plays the track 2 and asks the students to fill in the blanks with the words and phrases in the box in Appendix A. 2. The teacher asks the students to look at the photos of the experiment in Appendix B and write a short paragraph of the process in Appendix C. 3. The teacher asks the students to google "experiments for kids" and prepare a poster about them like in Appendix D.

Appendix A

A. Listen to the text and fill in the blanks with the words and phrases in the box. track 2



Now Finally First Then Have After that Notice

[1]....., fill the empty water bottle about 2/3 full with vegetable oil. [2]..... fill the rest with water, leaving a little of space at the top. [3]..... that the water sinks below the vegetable oil. Oil and water just do not mix. Oil floats on the surface because water is heavier than oil. [4]....., add the food coloring. The food coloring will only mix with the water, not the oil. [5]....., we stir it with a chopstick to mix the food coloring well with the water. [6]....., drop 2 sugar cubes into four pieces. [7].....fun watching what happens!

Appendix B

B. Look at the title and ingredients of the experiment. Can you guess what is going to happen? Would you like to try these kinds of experiments?

DANCING RICE

INGREDIENTS

clean jar and water

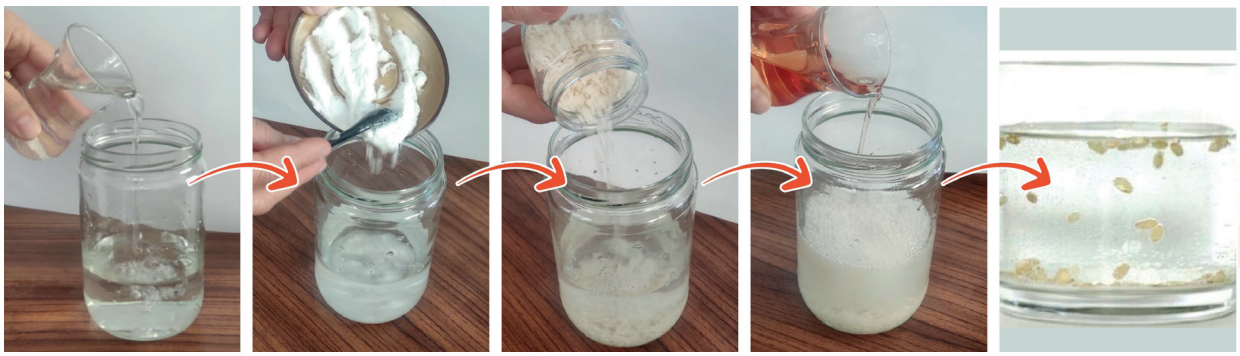
instant rice

vinegar

baking soda

Appendix C

C. Look at the photos of the experiment and write the process of it.



First, ...

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Appendix D

PROJECT TIME

Make a poster about your experiment.

Imagine you and your partner will present your experiment in a science-math exhibition. Think about an experiment with your partner. Use crayons and draw what you will use for the experiment. You can write your ideas on the poster. You can write funny things and tell the levels of the experiment.

Display your poster in the classroom and talk about other posters.

LISTENING - (Track 1)

Appendix A

- Students' own answer

Appendix B

A. Listen to the text and fill in the blanks with the sequencers in the box.

Track 1: *Hi, friends. I am going to talk about my scratch game. Scratch is a very enjoyable graphic coding program. Every child can create their own small stories, games, various animations and share interactive stories on scratch. I usually prefer coding educational games and animations. I prefer creating my own game to playing with others. Here is the simple steps of coding a game.*

First, go to "scratch.mit.edu" website. This is the official website of scratch. It is safe and informative. Second, choose your sprite. Sprite is a kind of character in the game. You can also choose different costumes or sounds for your sprite. Then, choose the backdrop such as a room, castle or basketball court. I usually prefer a basketball court or a schoolyard. After that, click on the code section. Finally, you can begin coding your game clicking on the Looks, Sounds, Event, Control and the other buttons of the categories.

1. First 2. Second 3. Then 4. After that 5. Finally

Appendix C

B. Listen to the text again and order the pictures.

1.d 2.a 3.b 4.c

SPEAKING

Appendix A

A. Read the experiment about blowing up a balloon with yeast. Work in pairs and reorder the statements with the sequencers below.

d.1 e.2 b.3 c.4 a.5

B. 1. A small, clean, plastic soda bottle, 1 teaspoon of sugar, Some warm water, A small balloon, Yeast

2. Fill the bottle up with warm water.

3. Add all of the yeast and shake the bottle a few seconds.

4. Add the sugar and shake it again some more and blow up the balloon a few times then put the neck of the balloon over the neck of the bottle. Put the bottle in a warm place and leave it there about 20 minutes. If it goes well, the balloon will begin to inflate.

C. Students' own answers.

READING

Appendix A

A. Complete the dialogue using the appropriate phrases

1. excited about
2. how can I help you?
3. Could you
4. online training videos
5. good luck boys!

B. Read the conversation and answer the questions

1.They want to visit coding companies' exhibition and ask them some questions.

2.No,they aren't.

3.Yes,he does.

WRITING (Track 2)

Appendix A

A. Listen to the text and fill in the blanks with the words and phrases in the box.

Track 2: *Hi, I like doing experiments at home. I usually prefer doing science experiments. My father helps me with doing experiments at home. He usually prefers coding activities but today we're trying another subject. We prefer making the Lava Lamp. Now, I want to tell you about the process of my last experiment.*

First, fill the empty water bottle about 2/3 full with vegetable oil. Then, fill the rest with water, leaving a little of space at the top. Notice that the water sinks below the vegetable oil. Oil and water just do not mix. Oil floats on the surface because water is heavier than oil. Now, add the food coloring. The food coloring will only mix with the water, not the oil. After that, we stir it with a chopstick to mix the food coloring well with the water. Finally, drop 2 sugar cubes into four pieces. Have fun watching what happens!

1.First

2.Then

3.Notice that

4.Now

5.After that

6.Finally

7.Have

Appendix B

B. Students' own answers.

Appendix C

C. 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	4413599	11.08.2020	10:10	Cover
www.freepik.com	3688498	11.08.2020	10:12	2
https://scratch.mit.edu/	0000000	11.08.2020	10:13	3
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Komisyon Görselcisi Tarafından Çekilmiştir				12
Komisyon Görselcisi Tarafından Çekilmiştir				13