

GRADE UNIT

7

4



Functions

- * **Describing the frequency of actions**
- * **Making simple inquiries**
- * **Making simple suggestions**
- * **Talking about past events (Giving explanations/reasons)**



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Grade	7.4(1)
Function	Describing the frequency of actions Making simple suggestions
Skills	Listening Listening : For specific information Speaking : Free speaking for lead in Speaking
Duration	20 mins.
Materials required	Track 1 for listening Text for listening activity in Appendix A Table for speaking activity in Appendix B
Aims	To understand and describe the frequency of actions To be able to make and understand simple suggestions.
Procedures	<ol style="list-style-type: none">1. The teacher asks the lead in questions.2. The teacher plays the track 1 in Appendix A and replays it if necessary.3. The teacher asks the students to fill in the blanks with the frequency adverbs in the box in Appendix A.4. The teacher plays the track 1 again and asks the students to answer the comprehension questions.5. The teacher asks the students to fill in the table about their classmates and give their suggestions as in the example in Appendix B.



Lead in

Answer the questions.

- * Have you decided on your future job?
- * Would you like to be a teacher in the future? Why / Why not?

Appendix A

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



often always never sometimes



Hi, all! I am Laura. I am a teacher of science at a high school in Minnesota. I love doing my job because teaching new things to young people makes me happy. They all have different views, habits and ideas. For example Jasmine, she ¹..... finds interesting solutions for the problems and she always gets high grades. Karl is a very strange boy. He ²..... comes to class on time and usually forgets his homework at home. He should always remember to bring his homework! Mary is a thoughtful student and she ³..... makes surprises to her friends. Luis ⁴..... drops or breaks something in the class, I think he is a bit clumsy. He should be more careful!

B. Listen to the text again and answer the questions.

1. How often does Jasmine get high grades?

.....

2. Why is Karl a strange boy?

.....

3. What should Karl do?

.....

4. Why does Laura think Mary is thoughtful?

.....

5. Is Luis a careful student? Why/ Why not?

.....



Appendix B

C. Write your classmates' names in the table and give your suggestions as in the example.

Who...

usually breaks or drops something?	Ayşe
never comes to the class on time?	.....
often talks during the lessons?	.....
rarely helps his/her classmates?	.....
has a few friends?	.....

Example:

Ayşe usually breaks or drops something. She should be more careful.





Grade	7.4(1)
Function	Describing the frequency of actions Making simple suggestions
Skills	Speaking Listening: For gist and specific information Speaking: Focus on fluency
Duration	25 mins.
Materials required	Track 2 for listening Table for listening activity in Appendix A Situations for speaking activity in Appendix B Game for speaking activity in Appendix C
Aims	To make simple suggestions To understand and describe the frequency of actions
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to look at the table in Appendix A for listening activity2. The teacher asks the students to listen to track 1 match the problems with the people in Appendix A.3. The teacher asks the students to give simple suggestions to each in Appendix A.4. The teacher asks the students to read the problems and give suggestions to each in Appendix B.5. The teacher gives out the game in Appendix C.6. The teacher asks the students to prepare a cube and write numbers from 1 to 6 on each side of the cube.7. The teacher describes how to play the game and shows the first step of playing the game.8. The teacher asks the students to play the game and make dialogues as in the the example.



Appendix A

A. Listen to the texts and match the problems with the people. Give some suggestions to each.

**Names of the people**

1. Jack
2. Rachel
3. Arthur
4. Selin

Problems

- a) being clumsy
- b) not focusing on the subjects
- c) being late
- d) not having enough money



Appendix B

B. Give suggestions to each situations.

1



The doctor says I must lose weight but I love eating. What should I do?



2



My sister is always talking on the phone and her bill is very high. What should she do?



3



I am an old lady. I have noisy neighbours. They listen to loud music. What should I do?





Appendix C

C. Prepare a cube with numbers. Roll the cube and complete the questions with "How often" and answer them using the frequency adverbs in the box to make dialogues as in the example.

once a week twice a week sometimes hardly ever never often usually once a month

FINISH	..... use the Internet?	..... study English?	..... go shopping?	..... go to the dentist?
..... go cycling?	.....brush your teeth?			..... watch films?
check your e-mail?	..... go to bed late?		..... do housework?	Go back 1 space
..... go on a holiday?	..... play computer games?	Super skip! Move ahead		
Miss a turn	..... eat fruit?	..... speak English?		
..... listen to the radio?	..... go out with friends?	..... exercise?		
..... get up early?	..... chat online?	..... buy clothes?		
..... travel by airplane?	Oh no! Go back	..... listen to music?	..... eat fast food?	
Go forward 2 spaces	..... play sport?	..... read a newspaper?		START ↑

example:

How often do you listen to music?

I sometimes listen to music.

How often do you go to bed late?

I go to bed late once or twice a month.



Grade	7.4(1)
Function	Describing the frequency of actions Making simple suggestions
Skills	Reading Speaking: Free speaking for lead in Reading sub-skills: Skimming and scanning Speaking: Focus on fluency
Duration	30 mins.
Materials required	Text for reading activity in Appendix A Infographic for writing activity in Appendix B
Aims	To give simple suggestions To understand frequency of actions
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 answer the comprehension questions in Appendix A.3. The teacher asks the students to read the study tips and add more in Appendix A.4. The teacher asks the students to complete the statements with their suitable tips in Appendix A.5. The teacher asks the students to look at the infographic and write a short paragraph about it in Appendix B.



Lead in

Answer the questions.

- * How do you study for the exams?
- * Do you have any study tips?

Appendix A

A. Read the text and answer the questions.

STUDY TIPS

As a student, you may ask, "What is the secret behind high marks?" The key to become a successful student is learning how to study smarter but not harder. So, if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn information improve.

1. What is the secret behind high marks?
2. What should you do if you want to become a successful student?

B. Read the study tips and add more. Then, complete the statements with suitable tips.

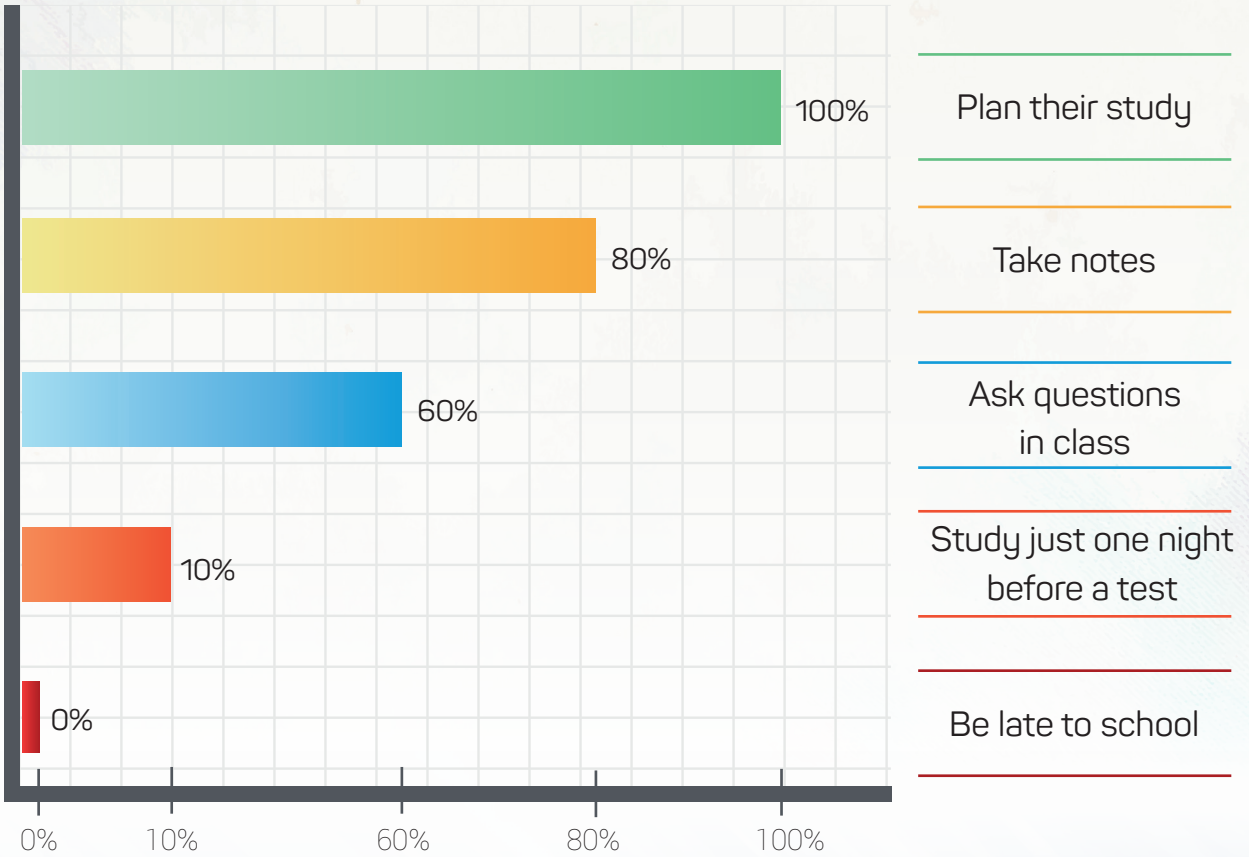
-
- * Plan your study
 - * Take notes
 - * Keep an organized notebook for each subject
 - * Ask questions in class
 - * Review the subjects
 - * Study for a while and give short breaks
 - * Think positively
 - *
 - *
 - *

- To understand the subjects better, you should.....
- To become more successful, you should.....
- To get higher grades, you should.....
- To focus on your aim, you should.....



Appendix B

D. Look at "The Study Habits of Successful Students" infographic. Write a short paragraph about it.



Example:

A successful student always plans her/his study...



Grade	7.4(1)
Function	Describing the frequency of actions Making simple suggestions
Skills	Writing Writing Genre: Outline , Audience: Peers, Purpose: Giving suggestions Reading sub-skills: Scanning
Duration	20 mins.
Materials required	Email template for writing activity in Appendix A
Aims	To write simple suggestions
Procedures	<ol style="list-style-type: none">1. The teacher asks the lead in questions.2. The teacher asks the students to write suggestions for the email to improve his study skills as in the example in Appendix A.3. The teacher asks the students to share their statements with their classmates in order to see different suggestions.



Lead in

Answer the questions.

- * Do you have any problems with studying?
- * Do you consult someone for study tips? If yes, is it helpful?

Appendix A

A. What would you suggest Charles to improve his study skills? Reply his email.



Maggie

New message

To:

Subject:

Dear Counselor,
 It is not easy for me to arrange my time for studying and spending time with my friends. I cannot use my time effectively. I usually feel like I'm missing something. What should I do?
 Maggie

New message

To:

Subject:

Example:

Dear Maggie,
 I think you should make a study plan. Make a schedule. You should always arrange your time while you are studying and give short breaks. At breaks you shouldn't play computer games. You should read a book or rest for a while.
 Counselor



Counselor



Charles

New message — □ ×

To:

Subject:

Dear Counselor,
Whenever I start studying, I have difficulties in focusing on the subjects. I rarely concentrate on tasks that I must complete on a definite time. For instance; When I am searching for a subject on the net, I find myself surfing on social media. Do you have any suggestions?
Charles

⋮



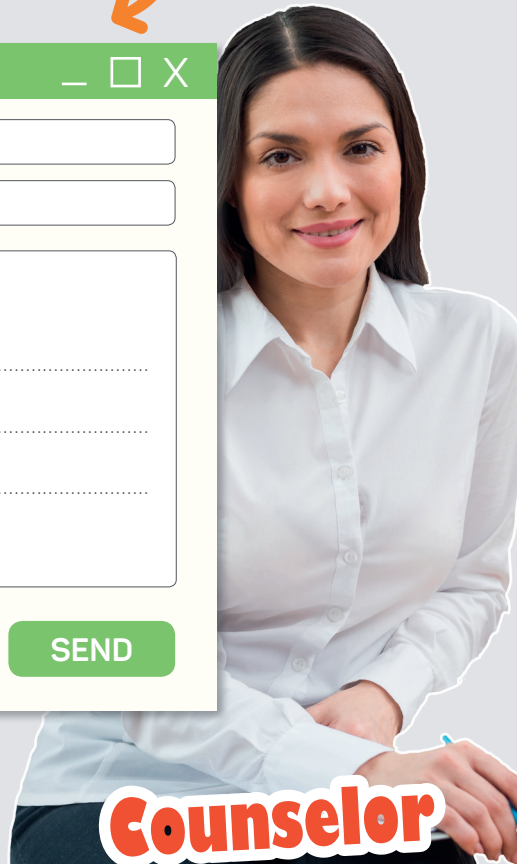
New message — □ ×

To:

Subject:

Dear Charles,
.....
.....
.....
.....

⋮



Counselor



LISTENING - (Track 1)

Appendix A

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

Track 1: *Hi, all! I am Laura. I am a teacher of science at a high school in Minnesota. I love doing my job because teaching new things to young people makes me happy. They all have different views, habits and ideas. For example Jasmine, she always finds interesting solutions for the problems and she always gets high grades. Karl is a very strange boy. He never comes to class on time and usually forgets his homework at home. He should always remember to bring his homework! Mary is a thoughtful student and she sometimes makes surprises to her friends. Luis often drops or breaks something in the class, I think he is a bit clumsy. He should be more careful!*

1. always 2. never 3. sometimes 4. often

B. Listen to the text again and answer the questions.

1. She always gets high grades.
2. Because he never comes to class on time and usually forgets his homework at home.
3. He should always remember to bring his homework.
4. Because she sometimes makes surprises to her friends.
5. No, he isn't. Because he often drops or breaks something in the class.

Appendix B

C. Write your classmates' names in the table and give your suggestions as in the example.

-Students' own answers.

SPEAKING - (Track 2)

Appendix A

A. Listen to the texts and match the problems with the people. Give some suggestions to each.

Track 2:

Hi, I'm Jack. I have problems with falling asleep at nights. I can't wake up early in the morning. I am usually late for my school bus. What do you suggest?

My name is Rachel. I want to buy a new car, but I don't have enough money. Do you have suggestions for me?

I'm Arthur and I'm a little bit clumsy. I usually drop things and break them. What should I do? Do you have any suggestions?

Hi, I am Selin. I usually study hard for my exams but I cannot get high marks. I think I have a problem with focusing on the subjects. What do you suggest?

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

Appendix B

B. Give suggestions to each situations.

-Students' own answers.



Appendix C

C. Prepare a cube with numbers. Roll it and make dialogues using the words and phrases in the game as in the example.

-Students' own answers.

READING

Appendix A

A. Read the text and answer the questions.

1. The secret is learning how to study smarter and not harder.

2. You should develop study habits. You shouldn't get discouraged or give up

B. Read the study tips and add more. Then, complete the statements with suitable tips.

-Students' own answers.

Appendix B

D. Look at "The Study Habits of Successful Students" infographic. Write a short paragraph about it.

WRITING

Appendix A

A. What would you suggest Charles to improve his study skills? Reply his email.

-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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Grade	7.4(2)
Function	Making simple inquiries Talking about past events(Giving explanations /reasons)
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 Pictures and exercises for listening and speaking activities in Appendix A
Aims	To understand past events in oral texts To make simple inquiries.
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 track 1 and replays it if necessary. 3. The teacher asks the students to talk about four sons' observations about the tree in Appendix A. 4. The teacher encourages the students to talk about which son is right and write the names of the sons under the pictures. 5. The teacher asks the students to read the conclusion part of the story and tick the main idea/s. 6. The teacher asks the students to listen to the story again and answer the comprehension questions.



Lead in

Answer the questions.

*Do you read short stories?

*Do you focus on the main ideas of the stories?

Appendix A

A. Listen to the story of a man and his sons. Write the names of the sons under the pictures. Talk about four sons' observations about the tree. Which son do you think is right?



Wayne

Frank

Sam

Eric



A

B



C

D



B. Read the conclusion part of the story and tick the main idea/s.



The man said that they all were right. The trees need all seasons to give delicious fruits and they look beautiful in all seasons. He also told them that they shouldn't judge a tree, or a person with their appearances.

Trees look beautiful in summer.....

People can have different ideas.....

Plant more trees.....

Judge people with their appearance.....

Don't judge anything or anybody with its appearance.....

C. Listen to the story again and answer the questions.

1. How many sons did the man have?
.....

2. What did the man want his sons to do?
.....

3. What did Wayne, Sam, Eric and Frank say about the tree?
.....
.....
.....
.....



Grade	7.4(2)
Function	Making simple inquiries Talking about past events (Giving explanations / reasons)
Skills	Speaking Speaking: Free speaking for lead in Reading sub-skill: Scanning Speaking: Focus on fluency
Duration	25 mins.
Materials required	Statements for lead in Appendix A Story for reading activity in Appendix B Email template reading and speaking activity in Appendix C
Aims	To report on and talk about on past and present events.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to read the story about a couple and a widow and answer the comprehension questions in Appendix A.2. The teacher asks the students to guess what happened next and what the email was about in Appendix A.3. The teacher asks the students to read the email and answer the comprehension questions in Appendix B.4. The teacher asks the students to look at the picture stories in Appendix C.5. The teacher asks the students to ask and answer the questions as in the example and tell the stories in Appendix C.



Appendix A

A. Read the story about a couple and a widow. Answer the questions.

An old couple decided to go on a vacation.

They planned to stay at a beautiful hotel. The wife was very busy at work, so she planned to fly one day later than her husband.

The husband came to the hotel on Thursday afternoon. There was a computer in the room, so he decided to send an email to his wife. But, he sent the email to a wrong mail address. At the same time in another city, a widow just returned home from her husband's funeral. The widow decided to check her email, but

after reading her email, she screamed and fainted. The widow's son entered the room, his mother was on the floor and he helped his mother to sit on the chair, then he saw the computer screen writing this mail...

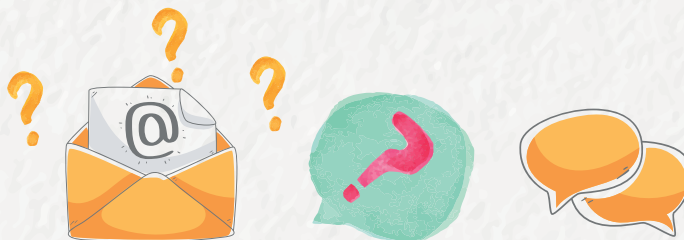
1. Who were the main characters in the story?

.....

2. Were the main characters at the same place?

.....

B. Guess what happened next? Try to guess what the email was about.





Appendix B

C. Read the email and answer the questions. Is your guess right? How would you feel if you got an email like this?



New message _ □ X

To:

Subject:

I know you're surprised to hear from me. They have computers here now and you are allowed to send emails to your loved ones. I just arrived and checked in. I can see that everything is ready for your arrival tomorrow.

Looking forward to seeing you then!

Enjoy your trip!

P. S. It's very hot here!!!

MARCH 21, 2012

☰ | SEND

1. Who was the sender?

2. Who was the receiver?

3. Did the email go to the right address?



Appendix C

D. Look at the picture stories. Ask and answer the questions as in the example and tell the stories.

Example:

A: Who was the main character?
 B: Mark was the main character.

A: What did he do ?
 B: He asked the wrong twin sister to marry him.

A: What happened next ?
 B: The twin sister was shocked!

1

2



Grade	7.4(2)
Function	Making simple inquiries Talking about past events(Giving explanations /reasons)
Skills	Reading Speaking: Free speaking for lead in Reading sub-skills: Skimming and scanning
Duration	30 mins.
Materials required	Story for reading activity Appendix A
Aims	To understand past and present events in simple texts including explanations and reasons.
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 match the words in bold with their definitions in Appendix A.3. The teacher encourages the students to talk about the story and tick the "values" they got from the story in Appendix A.4. The teacher asks the students to read the text again and complete the statements with their own sentences in Appendix A.



Lead in

Answer the questions.

- * Do you like reading interesting stories?
- * When was the last time you heard/read a story? What was it about? Who were the main characters?

Appendix A

A. Do you know the story of Lala? Read the text and match the words in bold with their definitions.

Lala The Little King

It's happening in Japan. Lala was a ten year old king penguin. A **fisherman**, Mr Nishimoto, rescued his life because he got **trapped** in a **fishing line**. Mr Nishimoto saw him first when he was in the sea for fishing. His rod captured and injured Lala. Mr Nishimoto took him to his house and Lala began to live with Nishimoto family. This king penguin lived like a king. He had a comfortable life. The Nishimoto family gave her a room with **air conditioning** in their house. Like the other king penguins, Lala loved travelling so the Nishimotos helped him to get ready for his daily trip. They also trained him to wear a backpack and walk to the fish market **daily** to **fetch** dinner. When he arrived the fish market in the town, he ate a fish there and got one extra fish in his backpack to take it to home every day. In hot days, some people sprayed some water to protect his little feet from burning. He died in 1996 in his old age.

- | | | |
|-----------------------|---------------------|------------------------------|
| <input type="radio"/> | 1. trapped | a. every day |
| <input type="radio"/> | 2. fishing line | b. equipment for fishing/rod |
| <input type="radio"/> | 3. fisherman | c. someone fishing |
| <input type="radio"/> | 4. air conditioning | d. bring |
| <input type="radio"/> | 5. daily | e. captured |
| <input type="radio"/> | 6. fetch | f. air cooling |





B. Did you like the story of Lala and the fisherman’s family? Why? Tick the “values” you got from the story.

Values

- friendship
- loyalty
- honesty
- tolerance
- discipline
- ambition

C. Read the text again and complete the statements with your own sentences.

The fisherman took Lala to his house because

Lala went to the fish market every day because

The Nishimoto family gave him a room with air conditioning because

Some people sprayed water on his little feet because.....



Grade	7.4(2)
Function	Making simple inquiries Talking about past events (Giving explanations /reasons)
Skills	Writing Speaking:Free speaking for lead in Reading sub-skills: Scanning Writing Genre: Paragraph, Audience: Peers, Purpose: writing a story with past simple
Duration	30 mins.
Materials required	Pictures for lead in Appendix A Story and exercises for reading activity in Appendix B Pictures for speaking activity Appendix C Pictures and sheet for writing activity Appendix D
Aims	To narrate short and simple written stories with past simple
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions in Appendix A. 2. The teacher asks the students to read the stories and choose the best options in Appendix B. 3. The teacher encourages the students to imagine that they are the writers of the stories and talk about how they would change the endings in Appendix C. 4. The teacher asks the students to look at the pictures and read the first part of the story and finish it with a surprising end using their own statements in Appendix D. 5. Project; The teacher asks the students to look at the poster of Sümeyye Boyacı as an example and prepare a poster about a person they inspired.

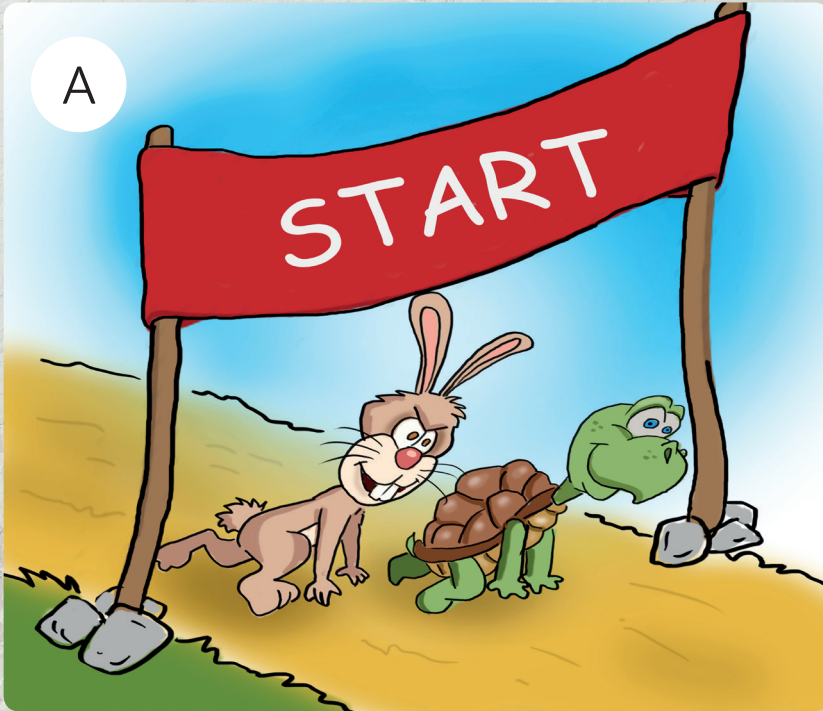


Appendix A

Lead in

Answer the questions.

- * Do you know these stories?
- * What are the names of these stories?





Appendix B

A. Read the stories and questions. Choose the best options.

A



Once, a hare saw a tortoise walking slowly with a heavy shell on his back. The hare was very proud of himself and he asked the tortoise; "Shall we have a race?" The tortoise agreed. They started the running race. The hare ran very fast. But the tortoise walked very slowly. The hare rested under a tree and soon slept off. But the tortoise walked step by step, steadily and reached the goal. At last, the tortoise won the race.

B

There lived two goats in a village. There was a narrow bridge over a river in the village. One day, the goats wanted to cross the bridge. One goat was on one side and the other one was on the other side. One of them said, "I shall go first, allow me to pass." The other goat said, "No. I must cross first. You move aside." Neither of them yielded. At last, they met in the middle of the bridge and began to fight terribly. After fighting some time, both of them fell into the river and drowned.



1. Why did the tortoise win the race?

- a) Because the hare broke his leg so the tortoise won the race.
- b) Because the tortoise never quitted no matter how tired. He just kept going.
- c) Because the tortoise could run faster than the hare.

2. Why did the goats fall down the bridge?

- a) Because they wanted to eat fish.
- b) Because they wanted to swim.
- c) Because they both were stubborn and wanted to cross the bridge first.



Appendix C

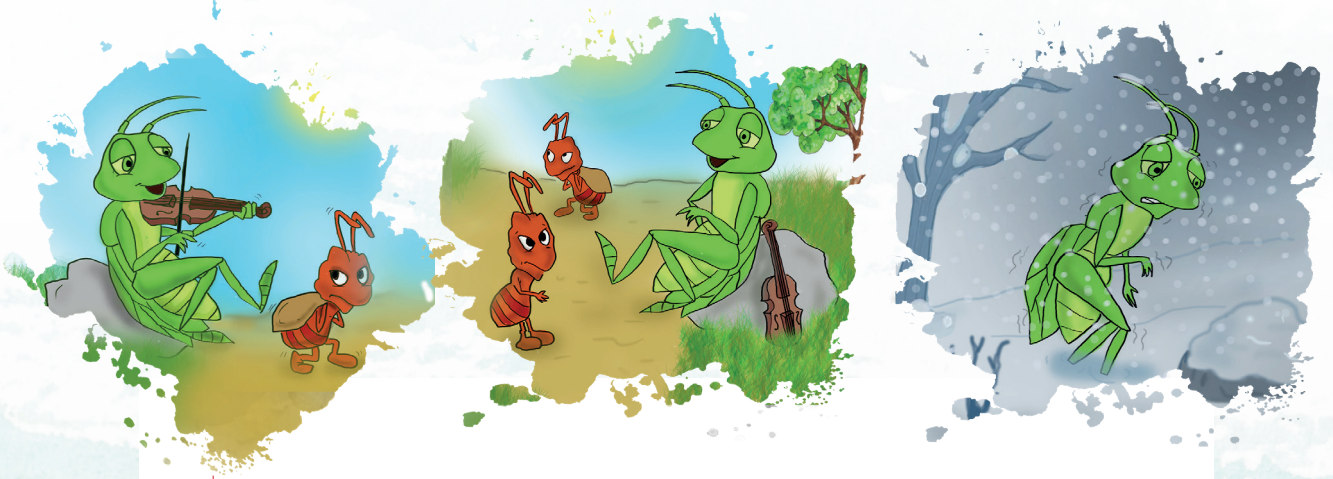
B. Look at the photos. Imagine that you are the writer of the stories. How would you change the endings?





Appendix D

C. Look at the pictures and read the first part of the story and finish it with a surprising ending with your own statements.



Once upon a time, there was a grasshopper. It liked playing his guitar and singing songs a lot.

Handwriting practice lines consisting of a vertical red margin line on the left and horizontal blue lines for writing.



Appendix E

Project Time

Prepare a poster about a person you inspired.

- * Do you know any inspiring story?
- * Is there a person you inspired from?
- * What do you know about her/him?

Example:**Sümeyye BOYACI**

My inspiring person is Sümeyye Boyacı. She was born without arms. She learned to write with her feet in first grade at a special school and learned to swim there. Sümeyye Boyacı won a gold medal at the World Paralympic Swimming Championship in 2018. She believed in herself and managed everything she wanted. So, we can do whatever we want. Believe in yourself!



LISTENING - (Track 1)

Appendix A

A. Listen to the story of a man and his sons. Write the names of the sons under the pictures. Talk about four sons' observations about the tree. Which son do you think is right?

Track 1: THE SEASONS OF LIFE

Once upon a time, there was a man with four sons. The man sent his sons to observe a pear tree far from house in different seasons of the year. The first son went in winter, the second in spring, the third in summer, and the other son in fall.

When they came back, they told their father what they saw.

The first son, Wayne said "The tree was ugly and dry."

The second son, Sam said "No. It was full of green leaves and flowers."

The third son, Eric said "The tree was very beautiful with fruits."

The last son, Frank said "The tree didn't look good. There were yellow and red leaves all over the tree."

1. Frank 2. Wayne 3. Sam 4. Eric

B. Read the conclusion part of the story and tick the main idea/s.

Don't judge anything or anybody with its appearance.

C. Listen to the story again and answer the questions.

1. He had four sons.

2. He wanted them to observe a tree.

3. Wayne said that the tree was ugly and dry.

Sam said no - it was full of green leaves and flowers.

Eric said, the tree was very beautiful with fruits.

Frank told, the tree didn't look good. There were yellow and red leaves all over the tree.

SPEAKING

Appendix A

A. Read the story about a couple and a widow. Answer the questions.

1. An old couple and a widow.

2. No, they aren't.

B. Guess what happened next? Try to guess what the email was about.

-Students' own answers.

Appendix B

C. Read the email and answer the questions. Is your guess right? How would you feel if you got an email like this?

1. Husband 2. Widow 3. No, it didn't.



Appendix C

D. Look at the picture stories. Ask and answer the questions as in the example and tell the stories.

READING

Appendix A

A. Do you know the story of Lala? Read the text and match the words in bold with their definitions.

1. e 2. b 3. c 4. f 5. a 6. d

B. Did you like the story of Lala and the fisherman's family? Why? Tick the "values" you got from the story.

-Students' own answers.

C. Read the text again and complete the statements with your own sentences.

-Students' own answers.

WRITING

Appendix A

-Students' own answers.

Appendix B

A. Read the stories and questions. Choose the best options.

1. b 2. c

Appendix C

B. Look at the photos. Imagine that you are the writer of the stories. How would you change the endings?

-Students' own answers.

Appendix D

C. Look at the pictures and read the first part of the story and finish it with a surprising ending with your own statements.

-Students' own answers.

Appendix E

-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 SAYFASI	ID	TARİH	SAAT	SAYFA
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www.freepik.com	5467499	12.08.2020	14:03	10
Komisyon Görselcisi Tarafından Çizilmiştir.		12.08.2020	14:03	12
Komisyon Görselcisi Tarafından Çizilmiştir.		21.08.2020	14:04	12
Komisyon Görselcisi Tarafından Çizilmiştir.		21.08.2020	14:04	13
Komisyon Görselcisi Tarafından Çizilmiştir.		21.08.2020	14:04	13
www.freepik.com	1036870	21.08.2020	14:04	14
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Komisyon Görselcisi Tarafından Çizilmiştir.		21.08.2020	14:05	14
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