

GRADE

UNIT

7

2



Functions

- * **Talking about routines and daily activities**
- * **Describing what people do regularly**
(Giving explanations/reasons)



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Grade	7.2
Function	Talking about routines and daily activities Describing what people do regularly (Giving explanations/reasons)
Skills	Listening Listening for specific information Speaking : Free speaking for lead in Speaking : Focus on fluency
Duration	20 mins.
Materials required	Track 1 for listening Chart for lead in Appendix A Time table for listening activity in Appendix B
Aims	To recognize frequency adverbs in simple oral texts. To understand short, simple text about daily routines.
Procedures	<ol style="list-style-type: none"> 1. The teacher gives out the chart in Appendix A, and asks the students to fill in the chart. 2. The teacher asks the students to listen to track 1 about Miguel's daily routine and answer the questions. 3. While the students are listening to track 1 again, teacher asks the students to listen to Miguel's routine and fill in the timetable in Appendix B. 4. After the students listen to the text, the teacher asks the students to answer the comprehension questions. 5. The teacher asks the students to think about their daily routine and compare it with Miguel's daily routine.



Lead in

Think about your daily routines and write your activities.

Appendix A

* Get up _____
* _____
* _____
* _____
* _____
* _____

In the morning

* Have lunch _____
* _____
* _____
* _____
* _____
* _____

In the afternoon

* _____
* _____
* _____
* _____
* _____
* _____

In the evening

* _____
* _____
* _____
* _____
* _____
* _____

At night



Appendix B



A. Listen to Miguel's daily routine and answer the questions.

- ▶ When does Miguel check his emails?
- ▶ Does Miguel spend so much time on screen?

B. Listen to Miguel's daily routine again and fill the timetable.



MIGUEL'S DAILY ROUTINE

8:30	.....
9:00	.....
.....	Classes begin
12:30	.....
16:15	Go home
.....	Do homework
19:30	.....
20:30	.....
22:00	.....

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

- Does Miguel go to school by bicycle?
- Where does Miguel usually have lunch?
- What time does he have lunch?
- Is he helpful?

D. Think about your daily routine and compare it with Miguel's daily routine. Then tell the differences in the classroom.



Grade	7.2
Function	Talking about routines and daily activities Describing what people do regularly (Giving explanations/reasons)
Skills	Speaking Speaking : Focus on fluency Reading sub-skills : Scanning
Duration	15 mins.
Materials required	Speaking Texts for reading activity in Appendix A Photos for speaking activity in Appendix B
Aims	To ask questions related to the frequency of events To talk about routines/daily activities by stating frequency of events
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to read two famous people's daily routines in Appendix A and write the names in the blanks.2. The teacher asks the students to look at Appendix B and encourages them to talk by asking questions.3. The teacher asks the students to look at the pictures and make a dialogue about a teacher's and a farmer's daily routines in pairs as in the example.



Appendix A

A. Read two famous people's different daily routines in history and write the names in the blanks.

Alexandra Macmillan is one of the best composers in the world. She wakes up very early in the morning. She doesn't have breakfast. Then, she starts to work. She is a composer and she always makes her best songs in the morning. She has lessons in the afternoon. She has lunch with her friends. This is the only time she spends time with her friends. She usually has concerts in the evening before dinner. She has dinner late in the evening. Then, she works for two hours at night. She never goes to bed early.



Eric Carle is a famous illustrator, and writer of children's books. He always wakes up at six in the morning. He has only a cup coffee, two eggs and a slice of bread for the breakfast. He usually has bath with cold water, then he spends time with guests. He has lunch with them. He goes to his barber everyday. Then, he writes his books or illustrates them and replies the letters from children. In the evenings, he goes walking or cycling in the park. He has dinner with his friends or with the kids and he likes talking about his books. He always goes to bed before midnight.

1. has breakfast.
2. is more social.
3. works at nights.
4. starts to work in the morning.
5. usually has concerts in the evening before her/his dinner.



Appendix B

B. Work in pairs. Look at the pictures and make a dialogue about daily routines of a teacher and a farmer.

Example:

What time does the farmer get up?

He gets up at

What does he drink for breakfast?

He drinks.....





Grade	7.2
Function	Talking about routines and daily activities Describing what people do regularly(Giving explanations/reasons)
Skills	Reading Speaking : Free speaking for lead in Listening for specific information Reading sub-skills : Skimming and scanning Writing Genre: Outlining, Audience: Peers, Purpose: Describing what people do regularly(Giving explanations/reasons)
Duration	30 mins.
Materials required	Track 2 for listening Text for listening activity in Appendix A Text for reading and speaking activities in Appendix B Statements for writing activity in Appendix C
Aims	To understand short and simple texts on daily routines
Procedures	<ol style="list-style-type: none"> 1. The teacher asks lead in questions. 2. The teacher asks the students to listen to track 1 and correct the mistakes in Appendix A. 3. The teacher asks the students to scan the text in Appendix B for 5 minutes and choose the best title for it. 4. The teacher asks the students to answer comprehension questions. 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 fill in the blanks with their own ideas in Appendix C.



Lead in

Answer the questions.

* Do you keep a diary?

* What do/would you write in your diary?

Appendix A

A. Listen to the text and correct the mistakes.



Hi. This is my elder sister Julia. She is a waiter at ~~restaurant~~ a ~~library~~. She has breakfast every evening and drives her car to work. She starts work early in the morning. She serves food and drinks to the customers. She comes home back at 7 in the evening and reads books before dinner. She wants to be a cook, so she helps mom in the kitchen.



Appendix B

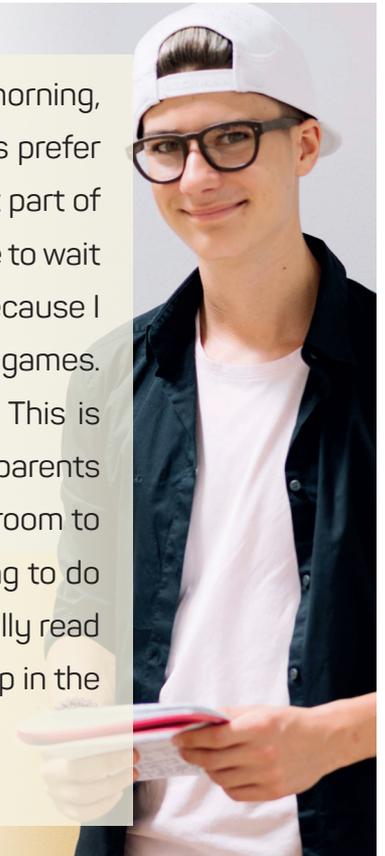
B. Read the text and choose the best title.

a) My glamorous life full of joy

b) My life with full of repeated actions

.....

I have an ordinary life on weekdays. I get up at about 6 in the morning, wash my face and go to the kitchen to eat something. I sometimes prefer cereals. Milk and orange juice are my favorite drinks. That's the first part of my boring daily routine. I hate going to school by bus because I have to wait for it every day. I sometimes ask my father to drive me to school because I don't want to be late to school. I come home in the evening and play games. Evenings are important for us because we have dinner together. This is the only time we talk about the day together. After dinner, my parents sometimes watch TV or go out for a short walk. I usually go to my room to do my homework. I sometimes feel bored when I can't find anything to do after I finish my homework, so my books are my best friends. I usually read books. I don't want to sleep too late because it is difficult to wake up in the morning. I brush my teeth and go to bed.



C. Read the text again and choose True, False or No Information.

- | | T | F | NI |
|-----------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The paragraph describes what the student usually does. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He usually gets up very early. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. On weekdays, he has a big breakfast. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He always goes to school by bus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. His parents sometimes watch TV, sometimes go out. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. He has an elder brother. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. He thinks he has an interesting life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Appendix C

D. Fill in the blanks with your own ideas.

1. I usually get up early because

2. I usually have dinner early because

3. I never like having dinner alone because

4. I always feel bored after doing my homework because

5. I sometimes go jogging because

6. I often go to school by bicycle because



Grade	7.2
Function	Talking about routines and daily activities Describing what people do regularly (Giving explanations/reasons)
Skills	Writing Speaking: Free speaking for lead in Reading sub-skills: Scanning Speaking : Focus on fluency Writing Genre: Paragraph, chart, Audience :Peers, Purpose: Daily routine
Duration	30 mins.
Materials required	Text for writing activity in Appendix A Chart for writing activity in Appendix B Chart for writing activity in Appendix C
Aims	To write pieces about routines/daily activities by stating frequency adverbs. To fill the simple chart about daily activities /routines.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks lead in questions. 2. The teacher asks the students to read the text and underline the activities Hilal does with Ceren in Appendix A. 3. The teacher asks the students to talk about their free time activities with their best friends. 4. The teacher asks the students to look at Appendix B and to read the daily routine of Maggie silently. 5. The teacher sets a time limit for the activity around 10 minutes, and then the teacher asks the students to start filling the chart about Maggie in Appendix B. 6. After the students fill the chart about Maggie, the teacher asks the students to work in pairs and ask the questions to each other in order to fill the chart. 7. The teacher asks the students to write a paragraph about their friends' daily routine using the chart. 8. The teacher asks the students to work in pairs and find out their deskmate daily routine using the questions and fill the chart in Appendix C. 9. The teacher asks the students to talk about what they found out about their deskmates.



Lead in

Answer the questions.

- * Imagine your dream daily routine. What would you like to do in a day? What can you do to make your day more interesting?

Appendix A

A. Read the text and underline the activities Hilal does with Ceren.



Hi, I am Hilal. Ceren is my best friend and I spend my free times only with her but now we study at different universities. It is not a problem for us to be in different cities because we come together when we have holidays during the year.

When we are together, we usually play tennis or volleyball. Ceren loves to watch tennis matches on TV and she is a very good tennis player. I like tennis but I am not as good as her.

We live in a small city and there aren't many places to go or spend time, so we normally hang out at the sports centre or in the big park near my house. We also go to the karaoke clubs to sing songs and have fun together. There is a big cinema in the city and we often go to the cinema at the weekends.

I really like spending time with Ceren. She's such a nice and very friendly person. We always have good time together.

B. What do you and your best friend do in your free time? Talk about it.



Appendix B

C. Read the daily routine of Maggie and fill in the chart.



Maggie is eight years old and lives in a flat in Dublin, Ireland. She has her own bedroom. In the morning she gets up at half past seven and has her breakfast with bread, jam or honey and fruit juice. She is at the third grade. She is at school at 9:00 and her lessons start at 9:20. Her father takes her to school. She brings her sandwich to school every day. She sometimes goes to guitar courses after school. She gets home at 3:30 pm and she has snacks before doing her homework. Then she goes outside to play with her friends until her mother sets the table for dinner. She has a dog and she feeds her dog after dinner. She reads books every evening then she goes to bed at 9:30.

	What time does s/he get up?	What does s/he often eat for lunch?	How does s/he usually get to school?	What does s/he do after school?	What time does s/he go to bed?
Maggie	7:30 am	.....	.....	.....	.....

D. Ask your friend about her/his daily routines and fill in the chart. Write a paragraph about her/him.

Your Friend
-------------	-------	-------	-------	-------	-------

.....

.....

.....

.....

.....

.....



Appendix C

E. Find out daily routines of your deskmate using the questions below. Talk about what you discovered about him/her.

Do you...	Yes, always	Yes, often	Yes, sometimes	Yes, rarely	No, never
have a big breakfast?					
do exercise?					
have lunch with friends?					
cook your own dinner?					
watch TV in the evening?					
go to bed at midnight?					

Example: She/He sometimes has a big breakfast.



LISTENING - (Track 1)

Appendix A

Think about your daily routines and write activities you do repeatedly during the day.

- Students' own answers.

Appendix B

A. Listen to Miguel's daily routine and answer the questions.

Track 1 : Miguel is a Mexican boy. He lives in Mexico city. He lives with his family in a flat. He is fourteen years old and he has got a younger sister, Imelda and an older brother Hector. He starts his day at about eight. He gets up, goes to the bathroom, takes a shower, brushes his teeth and gets dressed. Then he has breakfast at half past eight. He leaves home at nine o'clock and catches the bus to school. Classes begin at half past nine. Other students and Miguel usually have lunch at school canteen and chit chat at half past twelve. After school, at quarter past four he goes home. He unpacks his backpack and charges his mobile phone. He opens his laptop to check emails and surf the Net. It is his favorite time of the day. Miguel tries to control his screen time so he doesn't spend so much time on the screen. Then he does his homework at about six. When he finishes his homework, he helps his mom set the table. At half past seven, the family have dinner together.

Miguel is a very helpful boy so he helps his sister to do her homework after dinner at half past eight. He usually watches TV for a while and about ten o'clock he brushes his teeth and puts on his favorite pyjamas and goes to bed. His parents always give him goodnight kiss before he gets asleep. Miguel is such a happy boy.

1. He checks emails after school at quarter past four.

2. No, he doesn't.

B. Listen to Miguel's routine again and fill the timetable.

MIGUEL'S DAILY ROUTINE

8:30	Have breakfast
9:00	Leave home
9:30	Classes begin
12:30	Have lunch
16:15	Go home
18:00	Do homework
19:30	Have dinner
20:30	Help sister
22:00	Brush teeth, put on pyjamas, go to bed



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

1. No, he doesn't.
2. He usually has lunch at school canteen.
3. He has lunch at half past twelve.
4. Yes, he is.

D. Think about your daily routine and compare it with Miguel's daily routine. Then tell the difference in the classroom.

- Students' own answers.

SPEAKING

Appendix A

Read two famous people's different daily routines in history and write the names in the blanks.

1. Eric Carle
2. Eric Carle
3. Alexandra Macmillan
4. Alexandra Macmillan
5. Alexandra Macmillan

Appendix B

A. Work in pairs. Look at the pictures and make a dialogue about daily routines of a teacher and a farmer.

- Students' own answers.

READING - (Track 2)

Appendix A

A. Listen to the text and correct the mistakes.

Track 2: *Hi. This is my elder sister Julia. She is a waitress at a restaurant. She has breakfast every morning and rides her bike to work. She starts work early in the morning. She serves food and drinks to the customers. She comes home back at 6 o'clock in the evening and reads books after dinner. She wants to be a cook, so she helps mom in the kitchen.*

Appendix B

B. Read the text and choose the best title.

- b) My life with full of repeated actions

C. Read the text again and choose True, False or No Information.

1. T 2. T 3. F 4. F 5. T 6. NI 7. F

Appendix C

D. Fill in the blanks with your own ideas.

- Students' own answers.



WRITING

Appendix A

A. Read the text and underline the activities Hilal does with Ceren.

Hi, I am Hilal. Ceren is my best friend and I spend my free times only with her. But, now we study at different universities. It is not a problem for us to be in different cities because we come together when we have holidays during the year.

When we are together, we usually play tennis or volleyball. Ceren loves to watch tennis matches on TV and she is a very good tennis player. I like tennis but I am not as good as her.

We live in a small city and there aren't many places to go or spend time, so we normally hang out at the sports centre or in the big park near my house. We also go to the karaoke clubs to sing songs and have fun. There is a big cinema in the city and we often go to the cinema at the weekends.

I really like spending time with Ceren. She's such a nice and very friendly person. We always have good time together.

B. What do you and your best friend do in your free time? Talk about it.

- Students' own answers.

Appendix B

C. Read the daily routine of Maggie and fill in the chart.

	What time does s/he get up?	What does s/he often eat for lunch?	How does s/he usually get to school?	What does s/he do after school?	What time does s/he go to bed?
Maggie	7:30 am	sandwich	Her father takes her to school.	go to guitar courses	9:30 pm

D. Ask your friend about her/his daily routines and fill in the chart. Write a paragraph about her/him.

- Students' own answers.

Appendix C

E. Find out daily routines of your deskmate using the questions below. Talk about what you discovered about him/her.

- 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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