

GRADE UNIT

7

9



Functions

- * Describing simple processes
- * Expressing obligations
- * Giving explanations/reasons



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Grade	7.9
Function	Describing simple processes Expressing obligation Giving explanations/ reasons
Skills	Listening Speaking : Free speaking for lead in Listening : For specific information Speaking : Focus on fluency
Duration	25 mins.
Materials required	Track 1 for listening Table for listening activity in Appendix A Picture for speaking activity in Appendix B
Aims	To understand phrases and the highest frequency vocabulary about environment To follow how a simple process is described in clear oral texts To understand short and simple text about obligation To give explanations and reasons in oral text
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teacher asks the students to listen to track 1 and tick the ones they hear in Appendix A. 3. The teacher asks the students to listen the text again and write the suggestions they hear in three steps in Appendix A. 4. The teacher encourages the students to look at the picture in Appendix B 5. The teacher asks the students to write down what they must / mustn't do as in the example in Appendix B.



Lead in

Answer the questions

- * Are you an eco-friendly person?
- * What should we do for environment?

Appendix A

A. Listen to the text and tick the ones you hear.



<input type="checkbox"/>	use private cars
<input checked="" type="checkbox"/>	not waste water
<input type="checkbox"/>	use eco-friendly products
<input type="checkbox"/>	recycle products
<input type="checkbox"/>	use less chemicals
<input type="checkbox"/>	not cut down trees
<input type="checkbox"/>	take action
<input type="checkbox"/>	protect rain forests

B. Listen to the text again and write the suggestions you hear in three steps.

First,

.....

Then,

.....

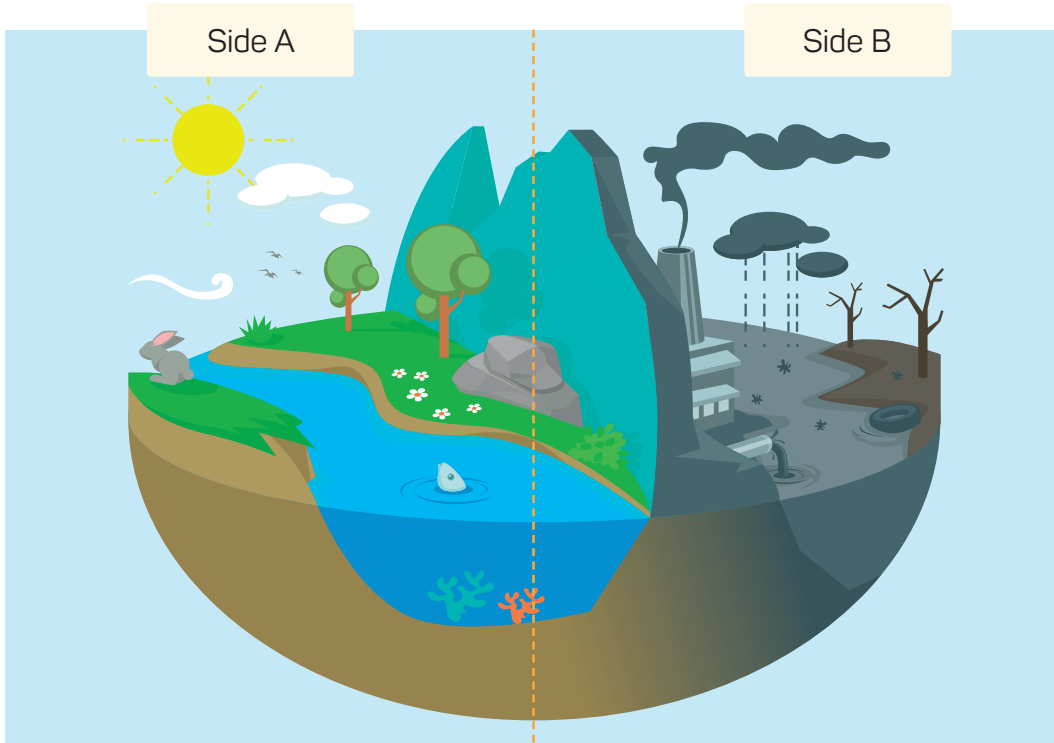
Finally,

.....



Appendix B

C. Which side of this planet would you like to live? Why? If you choose Side A, what should you do to protect the planet? Look at the statements and write down what we must / mustn't do as in the example.



Example:



To preserve forests;

First, we must plant more trees.
Then, we mustn't cut down trees.

To keep environment clean;

*

*

To reduce plastic usage;

*

*

To protect endangered animals;

*

*



Grade	7.9
Function	Describing simple processes Expressing obligation Giving explanations/ reasons
Skills	Speaking Speaking : Free speaking for lead in Reading sub-skills : Skimming Speaking : Focus on fluency
Duration	25 mins.
Materials required	Table and text for reading activity in Appendix A Pictures for speaking activity in Appendix B
Aims	To give simple instructions for a specific process To talk about obligations To report on explanations with 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 write the problem/s and solution/s in Appendix A.3. The teacher asks the students to look at the photos and talk about the problems and solutions as in the example in Appendix B.



Lead in

Answer the questions.

- * What causes water pollution? What are its effects? What are the possible solutions to prevent water pollution?

Appendix A

A. Read the text and write the problem/s and solutions.

WHAT DO SEA TURTLES EAT?



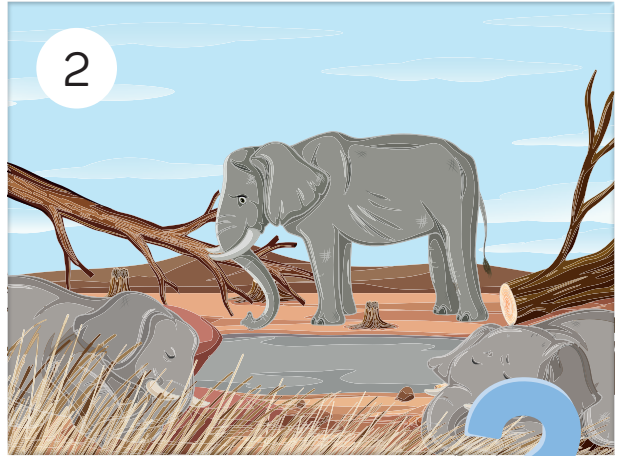
Some sea turtles are herbivores and they eat plants in the sea. However, some sea turtle species are carnivores and the small creatures in the sea are their preys. In fact, they have to eat these plants and creatures to survive. A study at the University of Tokyo showed that all sea turtle species are at risk from plastic because 52% of the world's turtles have to eat plastics. They have to move to different places very often because people pollute water and overhunt turtles' preys. So, what should we do to help these cute sea animals? We can start with cleaning our seas and oceans, then factories should use filters. Finally, we must educate people about the water pollution.

Problem/s:	Solution/s:
* <i>Water pollution</i>	* <i>factories should use filters</i>
*	*
*	*
*	*



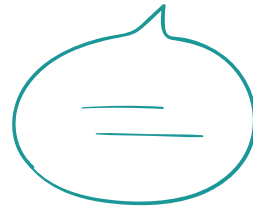
Appendix B

B. Look at the pictures and talk about the problems and solutions as in the example.



Example:

Problem: People cut down trees and destroyed the orangutan's habitat. First, we should stop people cutting down trees and we have to plant more trees to save the wild life because they are important for the balance of the nature.






Grade	7.9
Function	Describing simple processes Expressing obligation Giving explanations/ reasons
Skills	Reading Speaking : Free speaking for lead in Reading sub-skills : Skimming Speaking : Focus on fluency
Duration	30 mins.
Materials required	Text and words table for reading activity in Appendix A Speaking activity in Appendix B
Aims	To identify specific information in various texts about environment To identify specific information about obligation To understand simple text about explanation / 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 underline the words about the environment in Appendix A. 3. The teacher asks the students to match the words from the text with their definitions in Appendix A. 4. The teacher asks the students to answer the comprehension questions in Appendix A. 5. The teacher asks the students to describe an environmental problem that has occurred in their country and suggest solutions to it as in the example in Appendix B.

**Lead in**

Answer the questions.

- * Do you know this sign? 
- * Do you recycle materials?
- * What can you recycle? Give three examples.

Appendix A**A. Read the text and underline the words about the environment.**

Environment pollution has been a big problem for years. First, carbon and dust pollute the air. This pollution affects the lives of humans and other species badly. Then, some chemicals pollute water and soil. Water and soil pollution are crucial for our food and drinks. Finally, environmental pollution cause climate change and it affects physical and biological part of the ecosystem negatively.

We have been aware of these issues recently. We decided to do something so we have focused on some key words such as; “reducing, reusing, recycling”.

We should reduce wasting resources. In the future we will have limited resources so we must use them carefully.

We must reuse the materials. We shouldn't think everything is trash. We can help the environment if we reuse or repair the materials. We must think twice before we throw away the garbage and we should put glass, paper, cans, batteries and so on in separate bins. We have to learn how to recycle.

Don't forget! We can help our Earth if we reduce, reuse and recycle the materials.





B. Match the words from the text with their definitions.

1. garbage

2. resource

3. reduce

4. recycle

5. repair

6. pollution

7. reuse

a. damage caused to water, air, so on.

b. to make something become smaller in size, amount, degree.

c. a useful or valuable possession, such as oil or gas.

d. to use something again.

e. to fix.

f. waste material or unwanted things that you throw away.

g. to process such as liquid, waste, glass, or cans to use again.

C. Answer the following questions.

1. Are water and soil pollution crucial for humans?

.....

2. What can we reduce using?

.....

3. Why must we use resources carefully?

.....

4. Should we throw away the materials?

.....

5. What kind of materials can we recycle?

.....



Appendix B

D. Describe an environmental problem that has occurred in your country and suggest solutions to it as in the example.

Example:



In my country, factories damage the environment. Their waste pollute the air and water. To me, first they should use filters. Then, they shouldn't use chemicals.

You should explain:

The cause of the problem.

The effects of the problem.

The solutions of the problem.



Grade	7.9
Function	Describing simple processes Expressing obligation Giving explanations/ reasons
Skills	Writing Speaking : Free speaking for lead in Reading sub-skills: Skimming and scanning Writing Genre : Mind map, Audience: Peers, Purpose : Writing a paragraph about problems and solutions about environment
Duration	25 mins.
Materials required	Photos and dialogue for reading activity in Appendix A Mind map for writing activity in Appendix B Writing activity in Appendix C
Aims	To write simple, short messages about environment To write pieces about explanations with reasons To write short description of a process
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teacher asks the students to read the dialogue and tick the photos mentioned in the dialogue in Appendix A. 3. The teacher asks the students to read the dialogue again and answer the comprehension questions in Appendix A. 3. The teacher asks the students to fill in blanks with the words/phrases in the mind map in Appendix B. 4. The teacher asks the students to write their own environment campaign message using Marcus and his friends' mind map in Appendix C.



Lead in

Answer the question.

* What should we do to increase the awareness about environmental pollution?

Appendix A

A. Read the dialogue and tick the photos mentioned in the dialogue.

Dad : Perry! Please pick up the paper you just threw.

Perry : OK, Dad . I'm sorry.

Dad : We should save our world.

Perry : What should we do?

Dad : Well, we should keep our environment clean, save energy, recycle materials and batteries, plant more trees and use public transport more but we shouldn't use chemicals and plastic bags.

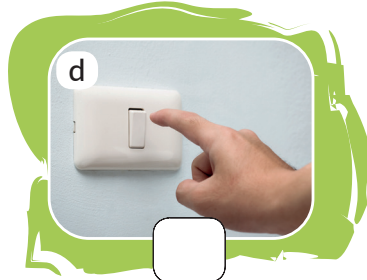
Perry : What can we do at home to save our planet?

Dad : We should use less electricity and water. We should unplug the electrical devices when we don't use them.

Perry : What about at school?

Dad : You should turn off the lights and throw your litter into the waste basket.

Perry : OK, Dad. I should be more careful about our planet.



B. Read the dialogue again and answer the questions.

1. What should we do to save the world?

.....

2. What should we use less to save our planet?

.....



Appendix B

C. Marcus and his friends have a campaign for the environment. Before they start to work for it, they will make a mind map. Help them fill in the blanks with the given words/phrases.

● Green Transport

● Reduce Packing

● Endangered Species

● Global Warming

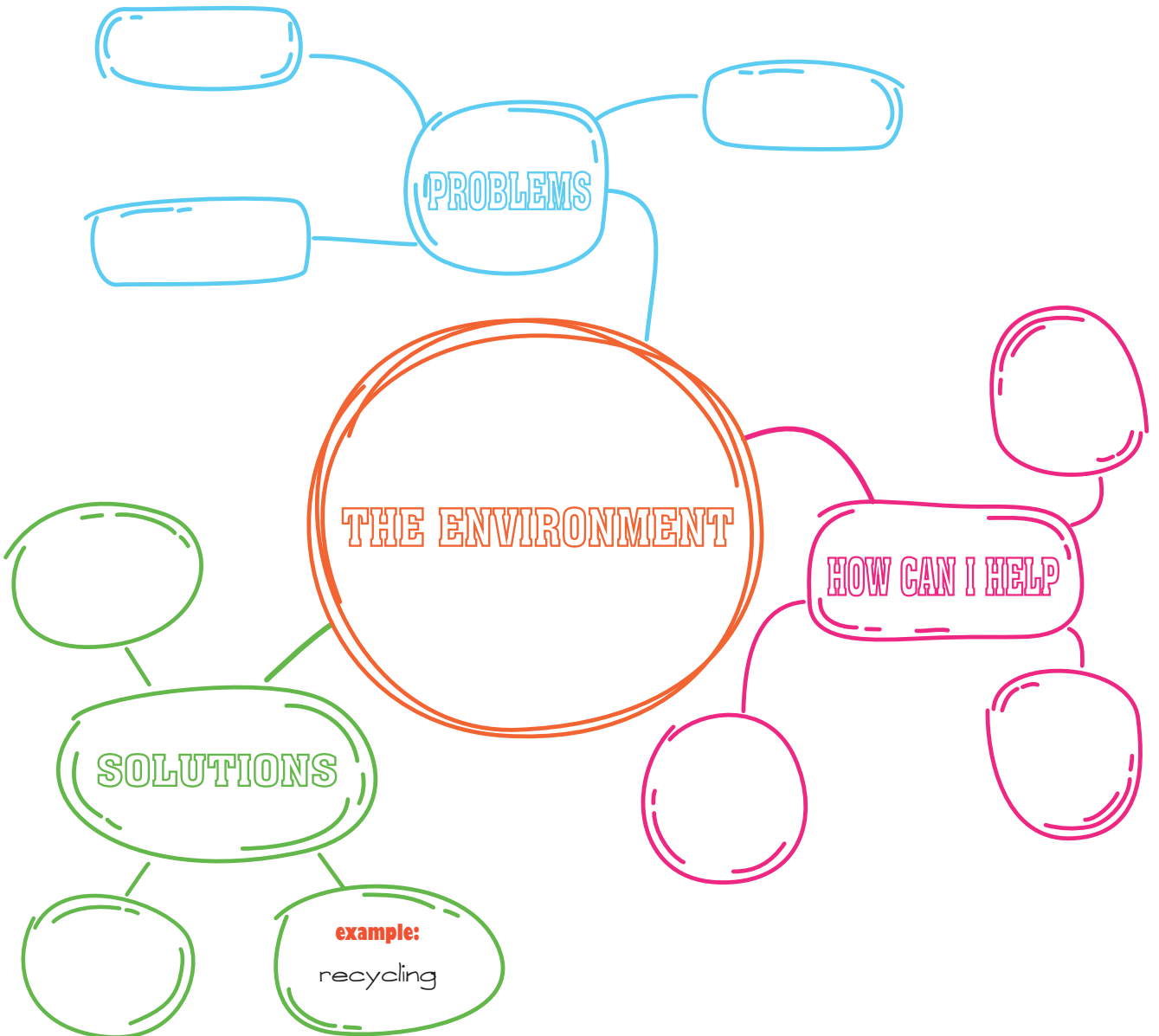
● Pollution

● Save water

● Recycling

● Green Energy

● Walk / cycle

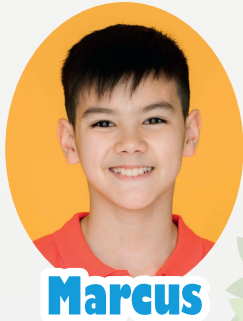




Appendix C

D. Read Marcus's campaign message. Write your own environment campaign message using Marcus and his friends' mind map.

Example:



It's a big deal. There is only one planet we can live on. If we don't take care of the Earth, it may just be a dump. In my country there are no environmental campaigns so I decided to start one to inform people. In my campaign, my friends and I tried to focus on what can be done for the environment;



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.....

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.....

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.....

.....



LISTENING - (Track 1)

Appendix A

A. Listen to the text and tick the ones you hear.

Track 1: Look at your surrounding. Can you see green areas? Can you hear the birds singing in the streets? Can you see trees and wetlands everywhere? If your answer is a "No" to all, then you should take action. We can save our world. But we have some responsibilities.

First of all, we have to use eco-friendly products inside and outside the house to fight plastic pollution. Then, we have to recycle the products we use because we must protect the nature. Rain forests are very important as they are necessary for oxygen so we should protect them. We must use public transportation when we want to go somewhere far from our house. But we mustn't waste water, because global warming causes climate change, so we have less rain today. We want to see more forests and rivers around, so we should stop polluting the rivers and mustn't cut down trees because they are important for the future of our planet. Finally, love and protect the nature.

<input type="checkbox"/>	use private cars
<input checked="" type="checkbox"/>	not waste water
<input checked="" type="checkbox"/>	use eco-friendly products
<input checked="" type="checkbox"/>	recycle products
<input type="checkbox"/>	reduce energy
<input checked="" type="checkbox"/>	not cut down trees
<input checked="" type="checkbox"/>	take action
<input checked="" type="checkbox"/>	protect rain forests
<input type="checkbox"/>	use less chemicals

B. Listen to the text again and write the suggestions you hear in three steps.

- Students' own answers.

C. Which side of this planet would you like to live? Why? If you choose Side A, what should you do to protect the planet? Look at the statements and write down what we must / mustn't do as in the example.

- Students' own answers.

SPEAKING

Appendix A

A. Read the text and write the problem/s and solutions.

Problem/s:	Solution/s:
*all sea turtle species are at risk from plastic because 52% of the world's turtles have to eat plastics. People pollute water and overhunt turtles' preys.	*We can start with cleaning our seas and oceans, we should stop factories polluting water, we must educate people on the results of overhunting.



Appendix B

C. Look at the photos and talk about the problems and solutions as in the example.

-Students' own answers.

READING

Appendix A

A. Read the text and underline the words about the environment.

pollution-reduce-resources-reuse- repair-garbage- recycle- reducing

B. Match the words from the text with their definitions.

1. f 2. c 3. b 4. g 5. e 6. a 7. d

C. Answer the following questions.

1. Yes, they are.

2. We can reduce wasting resources.

3. Because we will have limited resources.

4. No, we shouldn't.

5. Cans, papers, glasses, batteries and so on.

D. Describe an environmental problem that has occurred in your country and suggest solutions to it.

-Students' own answers.

WRITING

Appendix A

A. Read the dialogue and tick the photos mentioned in the dialogue.

a. - b. ✓ c. - d. ✓ e. ✓ f. ✓

B. Read the dialogue again and answer the questions.

1. We should keep our environment clean, save energy, recycle materials and batteries, plant more trees and use public transport more but we shouldn't use chemicals and plastic bags.

2. We should use less electricity and water to save our planet.

Appendix B

C. Marcus and his friends have a campaign for the environment. Before they start to work for it, they will make a mind map. Help them fill in the blanks with the given words/phrases.

problem: global warming - pollution - endangered species

solution: green transport - green energy -recycling

How can I help: save water - walk / cycle - reduce packing

D. Read Marcus's campaign message. Write your own environment campaign message using Marcus and his friends' mind map.

-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	1150269	12.08.2020	20:05	Cover
www.freepik.com	2879877	12.08.2020	20:08	3
www.freepik.com	9098948	12.08.2020	20:10	3
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