

# UNIT 3



## **EDİTÖRLER**

Prof. Dr. Paşa Tefik CEPHE

Prof. Dr. Kemal Sinan ÖZMEN

Prof. Dr. Cem BALÇIKANLI

## **YAZARLAR**

Emine ÇATLI

Gülşen ÇEPİK

Ayşe Gül ÜNLÜ

Halise YİĞİT

## **GÖRSEL TASARIM**

Uğur GÖKMENOĞLU





Grade	5
Function	Describing what people do regularly.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading activities in Appendix B.
Aims	To identify a gist of the text. To review what people do regularly.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to answer the questions as a lead in activity in Appendix A.</li> <li>2. The teacher asks the students to read the texts and mark the statements as True or False in Appendix B. The teacher asks the students to share their answers with the whole class.</li> <li>3. The teacher asks the students to match the words with their clues.</li> <li>4. The teacher asks the students to group the games. The teacher asks the students to share their answers with the whole class.</li> <li>5. The teacher asks the students to describe the games by looking at the tools as in the example. The teacher encourages the students who do not want to talk and helps them if necessary.</li> </ol>

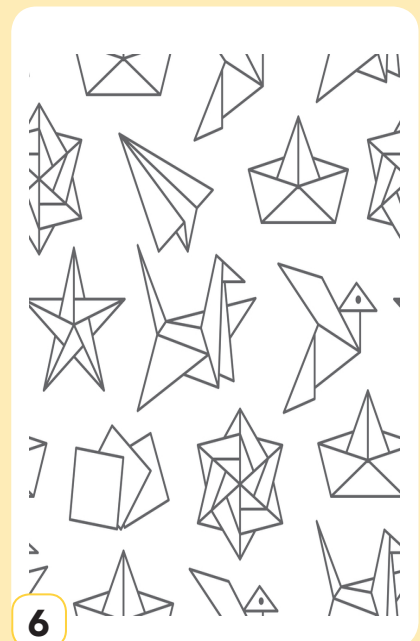
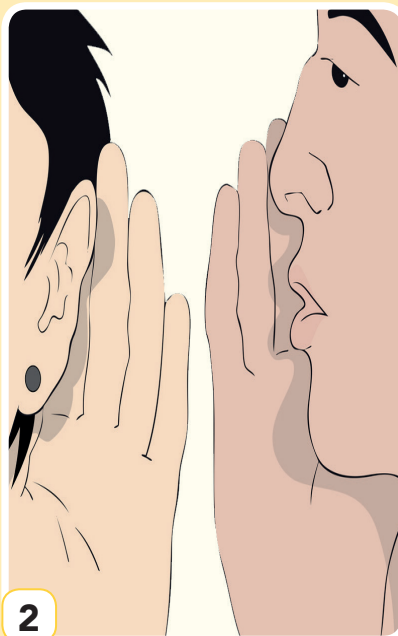


## Appendix A

### Lead in

Look at the pictures and answer the questions below.

- \* Do you know the names of these games?
- \* Which one is your favourite?
- \* How often do you play it?







## Appendix B

Carl is trying to gather information for his research on games. He starts a discussion about games on a website. Read the posts.

<https://www.gmfrm.com>

**GMFRM** Forums ▾

Hi everyone, I'm currently writing an article about games and the impact they have on the world. I want to ask a question about what kind of games do you play and why? How often do you play?

Thank you so much in advance,  
Carl

Hi, Carl. I like traditional games and my favourite one is hopscotch. I usually play it in the school yard. I can draw it on the ground by using a chalk. I like this game because it is easy to play and also it is a big fun to hop on it.

Daisy

Hi Carl, I am a real fan of outdoor games. My favourite one is dodgeball . I like playing with a ball. I play it with my friend at least twice a week. It is very challenging and exciting.

Tom

Hi everybody, I'm Stephanie. I play indoor games mostly. Chinese whispers is my favourite one. You can play it by whispering a phrase or sentence to the person sitting next to you in a circle. The misunderstandings are very funny. I often play this game with a group of friends in the classroom.

Stephanie

# READING



1. Read the posts again and mark the statements as True (T) or False (F).

1. Carl starts a discussion about food and drinks. \_\_\_\_\_
2. Daisy likes traditional games. \_\_\_\_\_
3. Stephanie's favourite game is hopscotch. \_\_\_\_\_
4. Tom likes outdoor games. \_\_\_\_\_
5. Chinese Whispers is an indoor game. \_\_\_\_\_

2. Match the words with the clues.

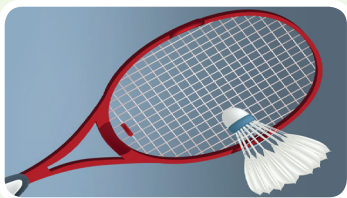
a) chalk / diagram	_____ 1. Chinese whispers
b) ball / outdoor game	_____ 2. hopscotch
c) circle / indoor game	_____ 3. dodgeball

3. Group the games.

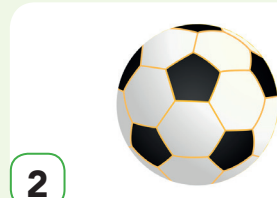
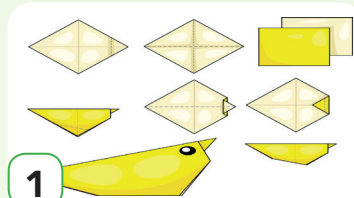
**dodgeball / chess / basketball / Chinese whispers / checkers**  
**hopscotch / blind man's buff / origami / badminton / charades**

INDOOR	OUTDOOR

4. Look at the pictures and describe the games as in the example.



**E.g.** It is an outdoor game.  
It is badminton.



# LISTENING



Grade	5
Function	Describing what people do regularly.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 6 for listening activities in Appendix B. Track 7 for pronunciation.
Aims	To develop the global listening abilities of the students. To develop the students' inquiry skills.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to write their top three games as a lead in activity in Appendix A. The teacher asks the students to share their answers with the whole class.</li> <li>2. The teacher asks the students to complete the table in Appendix B with the information they hear.</li> <li>3. The teacher asks the students to choose the correct option in Appendix B. The teacher asks the students to share their answers with the whole class.</li> <li>4. The teacher asks the students to listen and repeat the words in Track 7 for pronunciation.</li> <li>5. The teacher asks the students to read the words and tick the photos they see. Then make dialogues as in the example.</li> <li>6. The teacher encourages the students who do not want to talk and helps them if necessary.</li> </ol>



## Appendix A

### Lead in

List your top three games.

1. ....
2. ....
3. ....

Compare your list with your classmates and explain the reasons for your choices.

## Appendix B

### Track 6

1. Listen to the text about the rules of the games and fill in the table.

GAME	GROUP	PLAYERS	MATERIALS
Hide and seek		At least two players	-----
	Outdoor game		
Chinese whispers		At least three players	-----
	Indoor game	Two players	

2. Listen to Track 6 again and choose the correct option.

1. .... is an outdoor game.  
a) chess                      b) Chinese whispers      c) hide and seek
2. Tennis is played between ..... players.  
a) two                      b) three                      c) four
3. You need two rackets and a ball to play .....  
a) hide and seek      b) tennis                      c) Chinese whispers
4. .... is a game originated in India.  
a) tennis                      b) chess                      c) Chinese whispers
5. You need a ..... to play chess.  
a) chessboard      b) ball                      c) paper

# LISTENING



## Track 7

### Pronunciation

Listen and repeat.

Verbs ends with an unvoiced final consonant ( f-k-p-t) , the pronunciation is /S/  
**E.g. sleeps**

Verbs ends with an voiced final consonant ( b-d-g-l-m-n-r-v) ,the pronunciation is / Z/ **E.g. plays**

Verbs ends with s -z-ch-sh-x ,the pronunciation is / IZ/ **E.g. watches**

3. Read the words and tick the pictures you see. Ask and answer questions as in the example.

- a) tennis  
d) hide and seek

- b) dodgeball  
e) chess

- c) checkers  
f) chinese whispers

**E.g. Student A:** Do you play hide and seek?  
**Student B:** Yes, I do.

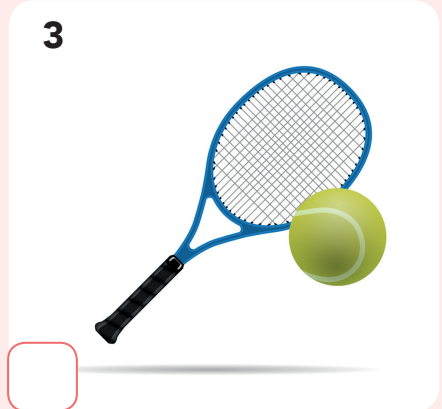
1



2



3



4



5



6





Grade	5
Function	Expressing what people do regularly.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	25 mins.
Materials Required	Lead in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review how to state what people do regularly.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to look at the pictures and match them with the words as a lead in activity in Appendix A. The teacher asks the students to share their answers with the whole class.</li> <li>2. The teacher asks the students to complete the questions with the words given in Appendix A.</li> <li>3. The teacher asks the students to work in pairs and ask the questions in activity 1 to their classmates and talk as in the example in Appendix B.</li> <li>4. The teacher encourages the students who do not want to talk and helps them when necessary.</li> </ol>



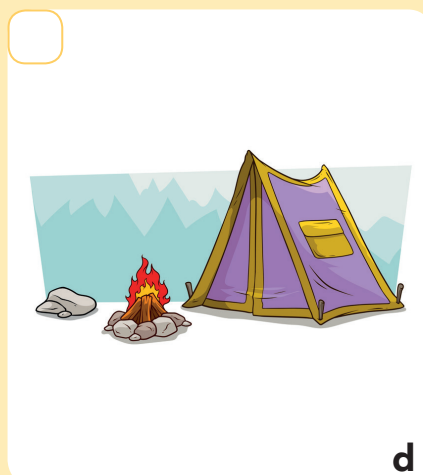
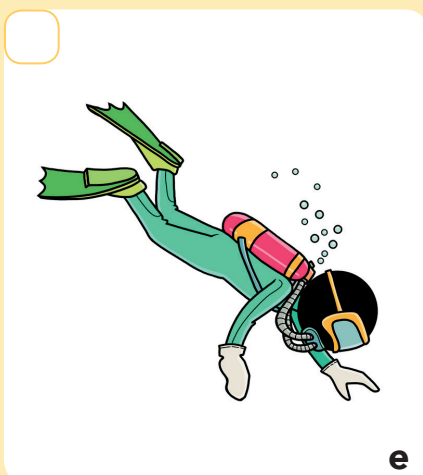
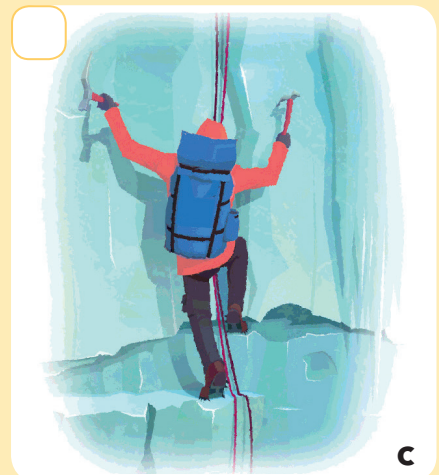
## Appendix A

### Lead in

Match the pictures with the words.



1. fishing
2. camping
3. hiking
4. ice-skating
5. diving
6. climbing







## Appendix B

1. Complete the questions with the words in lead in.

**E.g.** Do you like **diving**?

**A:** Is ..... enjoyable?

**B:** How often do you go .....?

**C:** Is ..... dangerous ?

**D:** What do you need for .....?

**E:** Why do you like .....?

2. Work in pairs. Ask the questions in Activity 1 to your classmates.

**E.g. A:** Do you like diving?

**B:** Yes, I do. / No , I don't.  
I like climbing.



## Useful Language

We use these phrases to talk about our hobbies and interests.

- I enjoy ...
- I am interested in ...
- I am fond of ...

**E.g.** I enjoy swimming.  
I am interested in swimming.  
I am fond of swimming.





Grade	5
Function	Expressing ability and inability.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading activities in Appendix B.
Aims	To identify a gist of the text. To review how to state ability and inability.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to answer the questions as a lead in activity Appendix A.</li> <li>2. The teacher asks the students to look at the picture, read the sentences and fill in the picture with the names of the children. The teacher asks the students to share their answers with the whole class.</li> <li>3. The teacher asks the students to read through the text in order to find the countries in the dialogue in Appendix B.</li> <li>4. The teacher asks the students to read the text again and answer the questions in Appendix B.</li> <li>5. The teacher asks the students to match the students with their favourite games.</li> <li>6. The teacher asks the students to work in pairs and talk as in the example. The teacher observes them while they are speaking.</li> </ol>



## Appendix A

### Lead in

**Answer the questions.**

- Do you like playgrounds?
- How often do you go to playgrounds?
- What kind of games do you play there?



**Read the statements, look at the picture and write the names of the children.**

- Kyle can play hopscotch.
- Oliver and Oscar can play marbles.
- Ethan can make a sand castle.
- Emma can skip a rope.
- Tracy can slide.



## Appendix B

1. Read through the text and find the countries.

Kurtuluş Secondary School from Turkey prepares an E-twinning project about Child Games. You can see the project's webinar as the project activity to talk about the games in their countries.



**Mrs. Yılmaz:** Hi, everyone! Welcome to our project's webinar. This is Kurtuluş Secondary School from Turkey.

**Mrs. Williams:** Hi, from England. This is Rayleigh Secondary School. You can see our students here. They all say hi to all of you!

**Mrs. Benetti:** Hi, everybody, this is Rome Secondary School from Italy.

**Mrs. Carmen:** Hello! We are very happy to see you. This is Granada Secondary School from Spain. Nice to meet you.

**Mrs. Yılmaz:** As you all know, our first project activity is to prepare an interview sheet related to child games. The students in the partnership ask you some questions about games. Are you ready?

**All Partners:** Yes!

**Meltem:** Hi, again. My favourite game is hopscotch. I can jump up high. What is your favourite game?

**Rosanna:** Great! My favourite game is tag because I can run fast. My friends can't catch me. Which games can you play at school?

**Harry:** I really like playing board games. I can play chess well. Our school holds chess tournaments and my rivals can't beat me.

**Javier:** Well, I can also play chess but not as well as you Harry. I am good at ball games. I can play basketball and dodgeball but I can't do origami because I think it is boring.

**Mrs. Yılmaz:** Thank you guys! Our time is up. We should get back to the lesson now. Hope to see you in another webinar.

**All Partners:** See you, bye!



2. Read the text and answer the questions.

a) What is the E-twinning project about?

.....

b) What is Meltem's favourite game? Why?

.....

c) What can Rosanna do?

.....

d) Can Harry play chess well?

.....

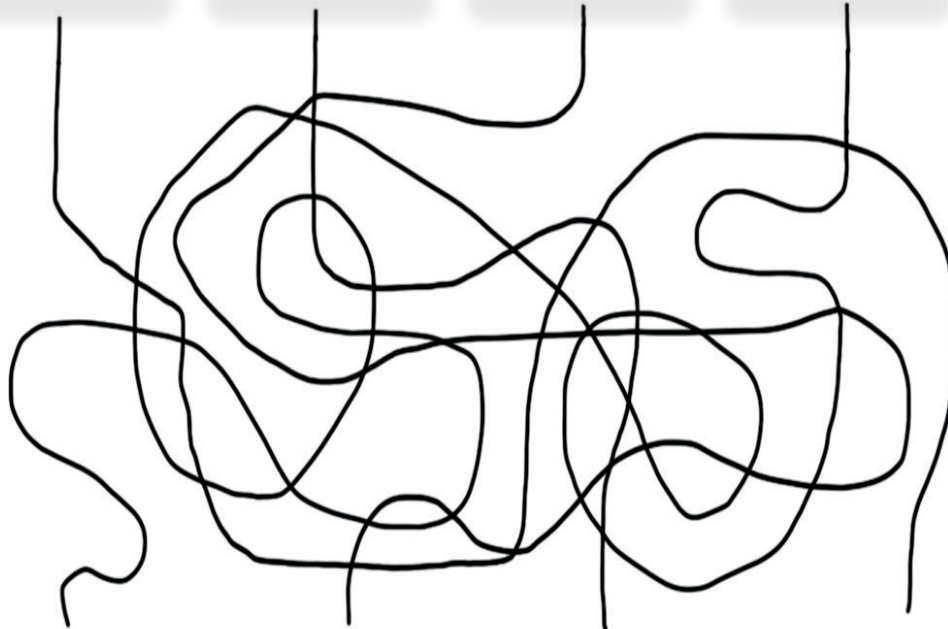
e) Can Harry's rivals beat him?

.....

f) Why can't Javier do origami?

.....

3. Match the students with their favourite games.



1



Javier

2



Harry

3



Rosanna

4



Meltem





4. Work in pairs. Imagine that you join a webinar as a partner of a project about games. Make conversation with your classmate as in the example.

**E.g. A:** I can play blind man's buff because it is easy to play. Can you play it with your friends?

**B:** Yes, I can. I can play chinese whispers with a group of friends.



# LISTENING



Grade	5
Function	Expressing ability and inability.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 8 for listening activities in Appendix B. Track 9 for pronunciation.
Aims	To develop the global listening abilities of the students. To practise the ability and inability structure. To develop the students' inquiry skills.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to complete the table as a lead in activity in Appendix A.</li> <li>2. The teacher asks the students to listen to Track 8 and complete the statements by using the first letters of the speakers' names. The teacher asks the students to share their answers with their deskmates in Appendix B.</li> <li>3. The teacher asks the students to answer the questions in Appendix B.</li> <li>4. The teacher asks the students to match words with their definitions in Appendix B. The teacher asks the students to share their answers with the whole class.</li> <li>5. The teacher asks the students to listen and repeat the sentences in Track 9 for pronunciation.</li> <li>6. The teacher asks the students to look at the photos and talk about their abilities and inability as in the example. The teacher observes the students while they are speaking.</li> </ol>





## Appendix A

### Lead in

Linda wants to register a theatre course. She meets the counselor of the course, Mr Clark. He gives her a pre-interview sheet. Help Linda to fill the sheet.

**NAME:** Linda      **ADDRESS:** Salvation Avenue 2325 Main Street 0071  
**SURNAME:** Lanister      **PHONE:** 486-255-21-18

	Yes	No
Do you like going to the shows?		
Do you think you can act?		
Can you sing?		
Can you dance?		
Can you work for long hours?		



## Appendix B

### Track 8

1. The course manager calls Linda for the registration. Listen to the conversation between Linda and Mr. Clark. Who said the following? Read the statements and write L (for Linda), MRC (for Mr. Clark).



- ..... 1. I think you want to be a member of our course.
- ..... 2. Yes, I can. I'm interested in music.
- ..... 3. Actually, I have no experience.
- ..... 4. Can you dance?
- ..... 5. You can learn how to dance.
- ..... 6. I love being on the stage.
- ..... 7. I can catch up.
- ..... 8. Thank you. See you tomorrow. Bye!

2. Listen to Track 8 again and answer the questions.

- a) Who wants to register a theatre course?  
.....
- b) Can Linda sing a song?  
.....
- c) Can Linda learn how to dance in that course?  
.....
- d) What time do the lessons start everyday?  
.....
- e) Can Linda catch up the lessons?  
.....

# LISTENING



3. Match the words with their definitions.

- |                 |       |                                                                            |
|-----------------|-------|----------------------------------------------------------------------------|
| a) registration | ..... | 1. a person, animal or thing that is part of a group                       |
| b) member       | ..... | 2. the area in a theatre on which actors perform                           |
| c) stage        | ..... | 3. the process of learning the skills you need to do a particular activity |
| d) act          | ..... | 4. the act of recording a name or information                              |
| e) training     | ..... | 5. to perform a part in a film, play                                       |

## Track 9

### Pronunciation

Listen and repeat.

I can drive  
/kæn/

I can't drive  
/kɑːnt/

Can you drive?  
/kæn/

4. Look at the pictures below and act out similar dialogues as in the example.

**E.g. Student A: Can you sing well?**

**Student B: Yes, I can. / No, I can't.**



1



2



3



4



5



6



Grade	5
Function	Expressing ability and inability.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	25 mins.
Materials Required	Lead in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review the structure of ability and inability.
Procedures	<p>1. The teacher asks the students tick the activities they ability or inability as a lead in activity in Appendix A. The teacher asks the students to share their answers with the whole class.</p> <p>2. The teacher asks the students to talk about the abilities and inabilities of the people in Appendix B as in the example.</p> <p>3. The teacher encourages the students who do not want to talk and helps them when necessary.</p>



## Appendix A

### Lead in

Tick the activities you can / can't do.

	can do	can't do
play marbles	<input type="checkbox"/>	<input type="checkbox"/>
do origami	<input type="checkbox"/>	<input type="checkbox"/>
play hopscotch	<input type="checkbox"/>	<input type="checkbox"/>
play chess	<input type="checkbox"/>	<input type="checkbox"/>
surf	<input type="checkbox"/>	<input type="checkbox"/>
catch fish	<input type="checkbox"/>	<input type="checkbox"/>
do ice-skating	<input type="checkbox"/>	<input type="checkbox"/>
jump up high	<input type="checkbox"/>	<input type="checkbox"/>
play football	<input type="checkbox"/>	<input type="checkbox"/>
play blind man's buff	<input type="checkbox"/>	<input type="checkbox"/>



## Appendix B

1. Look at the example and talk about these people.

**E.g.** Bill can draw picture but he can't play football.

			
			
	<b>1. Bill</b>		<b>2. Daisy</b>
			
			
	<b>3. Salma</b>		<b>4. Nate</b>

## Useful Language

- Can you cook?  
 - Yes, I can cook very well  
                                   quite well  
                                   not very well

very well=%95  
 quite well=%70  
 not very well=%40



Grade	5
Function	Expressing likes and dislikes.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading activities in Appendix B. A dice.
Aims	To identify a gist of the text. To review how to state likes and dislikes.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to answer the questions in Appendix A as a lead in activity.</li> <li>2. The teacher asks the students to read through the text in order to find the gist of the text.</li> <li>3. The teacher asks the students to read the text in order to answer the questions in Appendix B.</li> <li>4. The teacher asks the students to match the first half of the sentences with the second half. The teacher asks the students to share their answers with the whole class.</li> <li>5. The teacher asks the students to follow the steps and play the game in Appendix B. The teacher encourages the students who do not want to talk and helps them when necessary.</li> </ol>





## Appendix A

### Lead in

Answer the questions.

- What do you do with your family?
- Do you play games with your parents?
- If yes, what kind of games do you play?

## Appendix B

1. Read through the text and say what it is about.

Hi, there! I'm Andy. My family and I like going to the park at weekends. We like having a picnic and love spending time with the animals. My sister and I really like playing in the park and feeding the animals. My mother doesn't like feeding them because she is afraid of the animals. My sister likes watching the rabbits running around. My sister and I like playing hide and seek and my parents sometimes join us. We quite like skipping and playing voleyball in the park. My father hates cooking but my mother likes making sandwiches for all. I like eating sandwiches but my sister doesn't like them too much. She likes fresh fruits. When the weather is windy, we love flying a kite with my dad because it is enjoyable. We all like spending time together.

2. Read the text and write who likes and dislikes the activities.

**E.g.** Andy and his sister like playing in the park.

1. .... doesn't like feeding the animals.
2. .... likes watching the rabbits.
3. .... hates cooking.
4. ....likes eating sandwiches.
5. .... quite like skipping.





3. Read the text again and match the first half of the sentences with the second half.

1. My family and I like	a) cooking.
2. My mother doesn't like	b) watching the rabbits.
3. My sister and I like	c) playing hide and seek.
4. My sister likes	d) going to the park at weekends.
5. My father hates	e) feeding the animals.

1. .... 2. .... 3. .... 4. .... 5. ....

4. Follow the steps and play the game.

1. Play as a team.
2. Roll the dice.
3. Talk about your likes and dislikes for 10 seconds.
4. The first group reaches the finish wins the game.

							
The music you like		The job you dislike	The lesson you like	Super step! Go 4 steps ahead			The actor you like
		Something you love		The food you like			
A website you like	The sport you like	Move 2 steps ahead		The day of the week you don't like	Go back to start	The film you like	

# LISTENING



Grade	5
Function	Expressing likes and dislikes.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 10 for listening activities in Appendix B. Track 11 for pronunciation.
Aims	To practise likes and dislikes. To review likes and dislikes. To develop the global listening abilities of the students.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to choose a game and talk about it as in the example as a lead in activity in Appendix A.</li> <li>2. The teacher asks the students to listen to track 10 and fill in the gaps. The teacher asks the students to share their answers with the whole class.</li> <li>3. The teacher asks the students to listen to track 10 again and answer the questions in Appendix B. The teacher asks the students to share their answers with the whole class.</li> <li>4. The teacher asks the students to rearrange the letters as a vocabulary practise. The teacher asks the students to share their answers with the whole class.</li> <li>5. The teacher asks the students to listen and repeat the words in Track 11 for pronunciation.</li> <li>6. The teacher asks the students to draw their best friend's picture and describe his/ her likes and dislikes to the whole class.</li> <li>7. The teacher encourages the students who do not want to talk and helps them if necessary.</li> </ol>



## Appendix A

### Lead in

Choose a game and talk about it.

**E.g. Student A:** Origami.

**Student B:** I like origami!

**Student B:** Dodgeball.

**Student A:** I don't like dodgeball!





## Appendix B

### Track 10

1. A group of students are talking about their hobbies in the schoolyard. Listen to the text and fill in the gaps.

**SARAH:** Hi, you two! What are you doing?

**STEVEN:** We're playing badminton. Do you want to play?

**SARAH:** No, thanks. I (1) \_\_\_\_\_ badminton.

**BILL:** Wow! I (2) \_\_\_\_\_ badminton, it's great!

**STEVEN:** What do you (3) \_\_\_\_\_ playing ?

**SARAH:** Well, I like playing (4) \_\_\_\_\_ .

**BILL:** Yeah! That can be fun. Sarah and I (5) \_\_\_\_\_ .

**STEVEN:** Dancing! Oh, I (6) \_\_\_\_\_. I can't dance.

**SARAH:** That's not true. Everyone can dance.

**STEVEN:** Not me.

**SARAH:** I know you(7) \_\_\_\_\_ basketball, but what else do you (8) \_\_\_\_\_ ?

**STEVEN:** I (9) \_\_\_\_\_ chess.

**BILL:** Chess! That's boring.

2. Listen to Track 10 again and answer the questions.

1. Where are the students?

.....

2. Why doesn't Sarah want to play badminton?

.....

3. Who likes dancing?

.....

4. Does Steven like basketball?

.....

5. Why doesn't Bill like playing chess?

.....

# LISTENING



3. Rearrange the letters in the correct order and find the name of the game.

1. C / S / K / E / R / C / H / E : .....

2. B / E / G / O / D / A / D / L / L : .....

3. R / O / G / I / I / M / A : .....

4. S / O / H / P / C / O / T / H / C : .....

5. S / S / E / H / C : .....

## Track 11

### Pronunciation

Listen and repeat.

**Like**  
/laɪk/

**Dislike**  
/dɪs 'laɪk/

4. Draw your best friend's picture and describe his/her likes and dislikes to your classmates as in the example.



**E.g.** My best friend likes running and cycling but he / she doesn't like watching TV.



Grade	5
Function	Expressing likes and dislikes.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	25 mins.
Materials Required	Lead-in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review the structure of likes and dislikes.
Procedures	<ol style="list-style-type: none"> <li>1. The teacher asks the students to read the riddles and find the game or the activity in Appendix A as a lead in activity.</li> <li>2. The teacher asks the students to talk about what the people or animals like to do and what they don't like to do as in the example.</li> <li>3. The teacher encourages the students who do not want to talk and helps them if necessary.</li> </ol>





## Appendix A

### Lead in

Read the riddles and find the game or activity.

1. When the weather is hot

You need to cool

Wear your swimsuit

And dive into the pool

.....

2. If you like to count

Let's draw it on the ground

You need a chalk and a stone

Throw it and start to hop

.....

3. Sit in a circle

Don't forget to whisper

If someone misunderstands

Everybody laughs at the end

.....

4. Go out on a sunny day

Feel the wind on your face

Just step on the paddles

But be careful on the way

.....



## Appendix B

1. Look at the pictures. Then talk about what the people and animals like to do and what they don't like to do. The first one is done for you.

**E.g.** Tom likes baseball, but he doesn't like studying history.

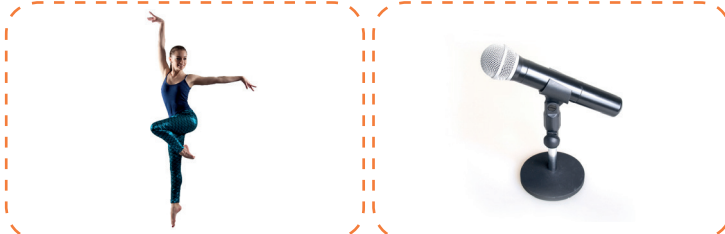
Tom



Like 👍

Dislike 👎

Sally



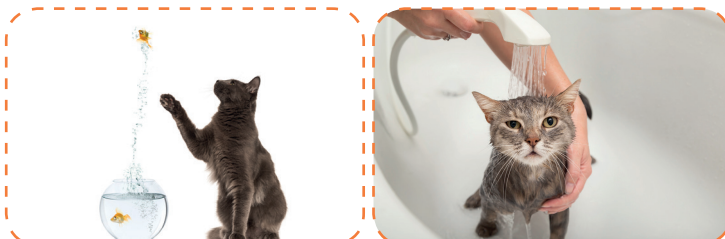
Jordan



David and Adam



My cat





## Useful Language

**What do you like doing in your spare time?**

I **like** watching TV  
listening to music

I **quite like** playing chess  
cooking

I **really like** dancing  
swimming

## Idiom Time

**Idiom:** Let the cat out of the bag

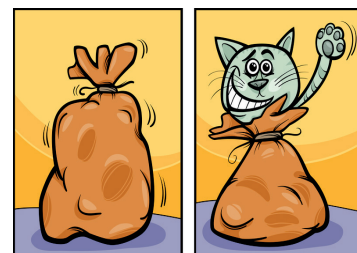
**Definition:** To allow a secret to be known

**E.g.** I was trying to keep the birthday party a secret but Michael went and let the cat out of the bag.

**Read the idiom and the definition. Make your own sentence by using it.**

\*

.....



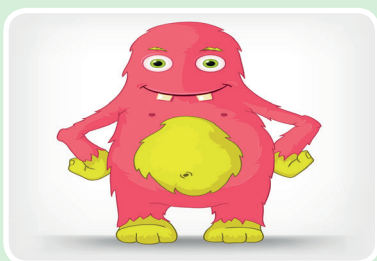
## Project Time

**Follow the steps below and create your own monster.**

**Steps:**

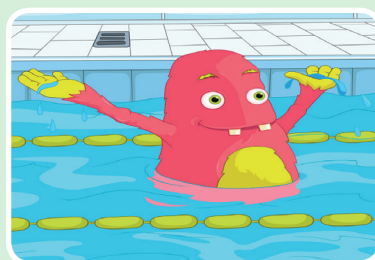
1. Draw your monster.
2. Choose at least 5 actions that your monster can do and 5 actions that your monster can't do from the list.
3. Make your sentences.
4. Draw your monsters' actions.

**E.g.**



jump	<input checked="" type="checkbox"/>	fly	<input type="checkbox"/>
climb	<input type="checkbox"/>	draw	<input type="checkbox"/>
dive	<input type="checkbox"/>	play the guitar	<input type="checkbox"/>
run	<input type="checkbox"/>	dance	<input type="checkbox"/>
sing a song	<input type="checkbox"/>	swim	<input checked="" type="checkbox"/>

1. My monster can jump but my monster can't swim.



jump	<input type="checkbox"/>	fly	<input type="checkbox"/>
climb	<input type="checkbox"/>	draw	<input type="checkbox"/>
dive	<input type="checkbox"/>	play the guitar	<input type="checkbox"/>
run	<input type="checkbox"/>	dance	<input type="checkbox"/>
sing a song	<input type="checkbox"/>	swim	<input type="checkbox"/>

1. ....

2. ....

3. ....

4. ....

5. ....

# ANSWER KEY

## 5.3 ANSWER KEY

### READING

#### PAGE 2

#### LEAD IN

- E.g.** -Yes, I do / No, I don't.  
-Chinese whispers is my favourite.  
-I sometimes play it.

#### PAGE 4

#### EXERCISE 1

1. F
2. T
3. F
4. T
5. T

#### EXERCISE 2

- A. 2  
B. 3  
C. 1

#### EXERCISE 3

INDOOR	OUTDOOR
chess	dodgeball
Chinese whispers	basketball
checkers	hopscotch
origami	blind man's buff
charades	badminton

### LISTENING

#### PAGE 6

#### LEAD IN

1. Hopscotch
2. Chinese whispers
3. Dodgeball

# ANSWER KEY

## EXERCISE 1

GAME	GROUP	PLAYERS	MATERIALS
Hide and seek	Outdoor game	At least two players	-----
Tennis	Outdoor game	Two players	Two rackets and a ball
Chinese whispers	Indoor game	At least three players	-----
Chess	Indoor game	Two players	chessboard

## EXERCISE 2

1. C
2. A
3. B
4. B
5. A

## SPEAKING

### PAGE 9

#### LEAD IN

1. F
2. D
3. B
4. A
5. E
6. C

### PAGE 10

## EXERCISE 1

**E.g.** Do you like diving?

**A:** Is ice skating enjoyable?

**B:** How often do you go camping?

**C:** Is climbing dangerous?

**D:** What do you need for hiking?

**E:** Why do you like fishing?

# ANSWER KEY

## EXERCISE 2

**E.g A:** Do you like diving?

**B:** Yes, I do. / No , I don't. I like climbing.

## READING

### PAGE 12

#### LEAD IN

-Yes, I do

-I go to playground every weekend.

-I play marbles , I swing etc..

1. e

2. c

3. d

4. b

5. a

### PAGE 13

#### EXERCISE 1

England, Italy , Spain.

### PAGE 14

#### EXERCISE 2

**a)** The e-twinning Project is about child games.

**b)** Meltem's favourite game is hopscotch. Because, she can jump up high.

**c)** She can run fast.

**d)** Yes, Harry can play chess well / Yes, he can.

**e)** No, they can't.

**f)** Because, he thinks it is boring.

#### EXERCISE 3

**Javier:** Basketball

**Harry:** Chess

**Rosanna:** Tag

**Meltem:** Hopscotch

# ANSWER KEY

## LISTENING

### PAGE 18

#### EXERCISE 1

1. MRC
2. L
3. L
4. MRC
5. MRC
6. L
7. L
8. MRC

#### EXERCISE 2

- a) Linda wants to register a theatre course.
- b) Yes, she can.
- c) Yes, she can.
- d) The lessons start at 5 p.m. to 7 p.m. every day.
- e) Yes, she can.

### PAGE 19

#### EXERCISE 3

- 1) b
- 2) c
- 3) e
- 4) a
- 5) d



# ANSWER KEY

## SPEAKING

### PAGE 22

#### EXERCISE 1

Bill can draw a picture but he can't play football.  
He can play chess but he can't ride a horse.

\*

Daisy can do origami but she can't sing a song.  
She can dance but she can't run fast.

\*

Sally can play guitar but she can't play tennis.  
She can drive a car but she can't cook.

\*

Nate can play computer games but he can't ski.  
He can read a book but he can't listen to loud music.

## READING

### PAGE 24

#### LEAD IN

- I go to the cinema , I go to picnic etc..
- Yes , I do / No, I don't.
- We play chess, do origami etc..

#### EXERCISE 1

Andy's daily routine.

#### EXERCISE 2

**E.g.** Andy and his sister like playing in the park.

1. Andy's mother doesn't like feeding the animals.
2. His sister likes watching the rabbits.
3. His father hates cooking.
4. Andy likes eating sandwiches.
5. Andy and his sister quite like skipping.

# ANSWER KEY

## PAGE 25

### EXERCISE 3

1. D
2. E
3. C
4. B
5. A

### LISTENING

## PAGE 28

### EXERCISE 1

1. don't like
2. like playing
3. like
4. Chinese whispers
5. like dancing
- 6 don't like
7. like
8. like
9. like

### EXERCISE 2

1. They are in the schooldyard.
2. Because, she doesn't like badminton.
3. Bill and Sarah like dancing.
4. Yes, he does.
5. Because, he thinks it is boring.

## PAGE 29

### EXERCISE 3

1. checkers
2. dodgeball
3. origami
4. hopscotch
5. chess

# ANSWER KEY

## SPEAKING

### PAGE 31

#### LEAD IN

1. Swimming
2. Hopscotch
3. Chinese whispers
4. Cycling

### PAGE 32

#### EXERCISE 1

Sally likes dancing but she doesn't like singing.

Jordan likes reading a book but he doesn't like writing.

David and Adam like playing chess but they don't like washing the dishes.

My cat likes eating fish but it doesn't like having a bath.

### PAGE 33

#### IDIOM TIME

**E.g.** I keep your secret. I don't let the cat out of the bag.

#### TRACK 6

1. Listen to the text about the rules of the games and fill in the table.

1. Hide and Seek is an old and popular game for kids. One player closes his or her eyes often counting to 20 while the other players hide. It is generally played outside. You can play this game with at least two players.

2. Tennis is played between two people. It is played in a court. It is an outdoor game. You need two rackets and a ball to play this game. It consists of 6 sets. Each set ends when the score is 40.

3. Chinese whispers is a popular indoor game. It is played at least 3 players. Players whisper the word into the next student's ear in their row until the whisper gets to the last student in the row. The last student in the row has to say out the word.

4. Chess is a popular two players indoor game. It is a strategy game originated in India. You need a chessboard to play it. In this game, you need to checkmate your opponent's king in order to win.

#### TRACK 7

Pronunciation

Listen and repeat.

Sleeps plays watches

#### TRACK 8

1. The course manager calls Linda for the registration. Listen to the conversation between Linda and Mr. Clark. Who said the following? Read the statements and write L (for Linda), Mrc (for Mr. Clark).

# ANSWER KEY

Mr. Clark: Miss Linda. Thank you for your visit.

Linda: Hi, Mr Clark. You are welcome. I am very happy to be here.

Mr. Clark: I think you want to be a member of our course. Before the registration, can I ask you some questions?

Linda: Yes, of course!

Mr. Clark: Can you sing, Miss Lanister? It's necessary to sing on the stage.

Linda: Yes, I can. I am interested in music and I really like to sing but I can't sing opera well.

Mr. Clark: It's OK. Do you think you can act? Do you have any training for this?

Linda: Actually, I have no experience as a performer but I think I can act. I love being on the stage.

Mr. Clark: Well, can you dance?

Linda: I like dancing but unfortunately, I can't dance well. I think, I should get some training about it.

Mr. Clark: OK! Of course you can learn how to dance. That's why we are here!

Linda: Thank you Mr. Clark!

Mr. Clark: Our lessons are from 5 p.m. to 7 p.m. every day. Is it OK for you?

Linda: Yes, it is. My school finishes at 3 o'clock every weekday so I can catch up. Thank you, Mr. Clark.

Mr. Clark: Thank you! See you tomorrow. Bye!

Linda: Bye!

## TRACK 9

Pronunciation

Listen and repeat.

I can drive

I can't drive

Can you drive?

## TRACK 10

**1.** A group of students are talking about their hobbies in the schoolyard. Listen to the text and fill in the gaps.

SARAH: Hi you two! What are you doing?

STEVEN: We're playing badminton. Do you want to play?

SARAH: No, thanks. I don't like badminton.

BILL: Wow! I like playing badminton, it's great!

STEVEN: What do you like playing?

SARAH: Well, I like playing Chinese whispers.

BILL: Yeah! That can be fun. Sarah and I like dancing.

STEVEN: Dancing! Oh, I don't like. I can't dance.

SARAH: That's not true. Everyone can dance.

STEVEN: Not me.

SARAH : I know you like basketball, but what else do you like?

STEVEN: I like chess.

BILL: Chess! That's boring.

## TRACK 11

Pronunciation

Listen and repeat.

Like      Dislike

# REFERENCES

İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2-8. Sınıflar) (2018) Talim ve Terbiye Kurulu Başkanlığı, Ankara.

<https://dictionary.cambridge.org/tr/> (1 Aralık 2019-12:00)

<https://www.britannica.com/topic/chess> (2 Aralık 2019-16:15)

<https://www.britannica.com/sports/tennis> (4 Ocak 2020-13:00)

<https://www.britannica.com/topic/hopscotch-game> (15 Ocak 2020-12:30)

<https://www.britannica.com/topic/dodgeball> (16 Ocak 2020-09:36)

<https://www.phrases.org.uk/meanings/chinese-whispers.html> (16 Ocak 2020-11:30)

<https://thebackyardgnome.com/hide-and-seek-rules-history/> (17 Ocak 2020-14:35)

<http://www.english-4kids.com/whispers.html> (18 Ocak 2020-14:29)

# VISUAL REFERENCES

## Kapak

124089239 (1 Aralık 2019-09:05)

## Sayfa 2

29078233 (2 Aralık 2019-10:05)

54271866 (2 Aralık 2019-10:07)

31546799 (2 Aralık 2019-10:09)

36056816 (2 Aralık 2019-10:15)

56993020 (2 Aralık 2019-10:18)

143574207 (2 Aralık 2019-10:30)

## Sayfa 4

12708077 (3 Aralık 2019-10:34)

31697601 (3 Aralık 2019-10:35)

Bu görsel komisyonumuz tarafından oluşturulmuştur.

147275818 (3 Aralık 2019-10:39)

15059072 (3 Aralık 2019-10:40)

36056816 (3 Aralık 2019-10:42)

## Sayfa 7

7300272 (5 Aralık 2019-10:43)

20829875 (5 Aralık 2019-10:49)

56980043 (5 Aralık 2019-10:50)

9738828 (5 Aralık 2019-10:53)

10988480 (5 Aralık 2019-10:58)

24538604 (5 Aralık 2019-10:59)

### **Sayfa 9**

35590900 (8 Aralık 2019-10:12)

52858173 (8 Aralık 2019-10:15)

82503959 (8 Aralık 2019-10:19)

Bu görsel komisyonumuz tarafından oluşturulmuştur.

18192477 (8 Aralık 2019-10:25)

122378050 (8 Aralık 2019-10:28)

### **Sayfa 10**

159947288 (9 Aralık 2019-13:00)

[https://cdnuploads.aa.com.tr/uploads/Contents/2019/09/14/thumbs\\_b\\_c\\_c7e6e0a45a01fb765de628498ebcf086.jpg?v=211115](https://cdnuploads.aa.com.tr/uploads/Contents/2019/09/14/thumbs_b_c_c7e6e0a45a01fb765de628498ebcf086.jpg?v=211115) (9 Aralık 2019-13:28)

### **Sayfa 12**

Bu görsel komisyonumuz tarafından oluşturulmuştur.

### **Sayfa 13**

[https://www.freepik.com/free-photo/smiling-classmates-with-teacher\\_861102.htm](https://www.freepik.com/free-photo/smiling-classmates-with-teacher_861102.htm) (12 Aralık 2019-13:35)

[https://www.freepik.com/free-photo/proud-teacher-with-her-elementary-students\\_864263.htm](https://www.freepik.com/free-photo/proud-teacher-with-her-elementary-students_864263.htm) (12 Aralık 2019-14:30)

[https://www.freepik.com/free-photo/happy-teacher-with-her-elementary-students\\_866995.htm](https://www.freepik.com/free-photo/happy-teacher-with-her-elementary-students_866995.htm) (12 Aralık 2019-14:37)

[https://www.freepik.com/free-photo/female-school-teacher-students-standing-with-globe\\_2728078.htm](https://www.freepik.com/free-photo/female-school-teacher-students-standing-with-globe_2728078.htm) (12 Aralık 2019-15:24)

### **Sayfa 14**

25751977 (13 Aralık 2019-09:00)

77546880 (13 Aralık 2019-09:05)

147041095 (13 Aralık 2019-09:10)

106768677 (13 Aralık 2019-09:15)

[https://www.freepik.com/free-photo/happy-teacher-with-her-elementary-students\\_866995.htm](https://www.freepik.com/free-photo/happy-teacher-with-her-elementary-students_866995.htm) (13 Aralık 2019-09:20)

[https://www.freepik.com/free-photo/smiling-classmates-with-teacher\\_861102.htm](https://www.freepik.com/free-photo/smiling-classmates-with-teacher_861102.htm) (13 Aralık 2019-09:25)

[https://www.freepik.com/free-photo/female-school-teacher-students-standing-with-globe\\_2728078.htm](https://www.freepik.com/free-photo/female-school-teacher-students-standing-with-globe_2728078.htm) (13 Aralık 2019-09:30)

[https://www.freepik.com/free-photo/proud-teacher-with-her-elementary-students\\_864263.htm](https://www.freepik.com/free-photo/proud-teacher-with-her-elementary-students_864263.htm) (13 Aralık 2019-09:35)

### **Sayfa 15**

115568449 (13 Aralık 2019-09:40)

36419944 (13 Aralık 2019-09:45)

### **Sayfa 18**

148378294 (14 Aralık 2019-09:00)

### **Sayfa 19**

107036053 (14 Aralık 2019-09:05)

129685275 (14 Aralık 2019-09:10)

37082581 (14 Aralık 2019-09:15)

3695047 (14 Aralık 2019-09:20)

31912050 (14 Aralık 2019-09:25)

68377047 (14 Aralık 2019-09:30)

### **Sayfa 22**

104780672 (15 Aralık 2019-09:00)

124464313 (15 Aralık 2019-09:01)  
99617759 (15 Aralık 2019-09:03)  
44692065 (15 Aralık 2019-09:04)  
164513882 (15 Aralık 2019-09:05)  
38153026 (15 Aralık 2019-09:07)  
125411299 (15 Aralık 2019-09:09)  
24980150 (15 Aralık 2019-09:10)  
50966036 (15 Aralık 2019-09:12)  
48778284 (15 Aralık 2019-09:14)  
54363220 (15 Aralık 2019-09:16)  
39882 (15 Aralık 2019-09:18)  
124999625 (15 Aralık 2019-09:20)  
3671730 (15 Aralık 2019-09:22)  
26689438 (15 Aralık 2019-09:24)  
109656774 (15 Aralık 2019-09:26)  
49122910 (15 Aralık 2019-09:28)  
164689072 (15 Aralık 2019-09:30)  
18441836 (15 Aralık 2019-09:32)  
1528031 (15 Aralık 2019-09:34)

#### **Sayfa 24**

139690752 (15 Aralık 2019-09:39)

#### **Sayfa 27**

8288324 (16 Aralık 2019-10:00)

#### **Sayfa 29**

160095396 (16 Aralık 2019-10:00)

#### **Sayfa 32**

19313035 (16 Aralık 2019-10:00)  
140352425 (16 Aralık 2019-10:02)  
68249658 (16 Aralık 2019-10:04)  
24484843 (16 Aralık 2019-10:06)  
163511484 (16 Aralık 2019-10:08)  
89735773 (16 Aralık 2019-10:10)  
20701223 (16 Aralık 2019-10:13)  
18152001 (16 Aralık 2019-10:16)  
38858227 (16 Aralık 2019-10:18)  
100334388 (16 Aralık 2019-10:19)

#### **Sayfa 33**

36409009 (16 Aralık 2019-10:22)  
24468559 (16 Aralık 2019-10:28)  
25660813 (16 Aralık 2019-10:32)  
28528162 (16 Aralık 2019-10:35)

ID numaraları bulunan görsellere [www.dreamstime.com](http://www.dreamstime.com) adresinden Aralık 2019-Temmuz 2020 tarihleri arasında erişim sağlanmıştır.