

ENGLISH 5

UNIT 4



Naming numbers
Telling the time

Describing what people do regularly (Making simple inquires)



EDİTÖRLER

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READING



Grade	5
Function	Naming numbers.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	45 mins.
Materials Required	A worksheet for lead-in activity in Appendix A. A reading text from in Appendix B.
Aims	To understand texts about numbers from 1 to 100.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to write down the number of the books for lead in activity in Appendix A.2. The teacher asks the students to read and find a title for the text.3. The teacher asks the students to read the text again and to circle the correct words.4. The teacher asks the students to answer the questions. The teacher asks the students to share their answers with the whole class.5. The teacher asks the students to talk about numbers as in the example. The teacher encourages the students who do not want to talk and helps them if necessary.



Appendix A

Lead in

Write the number of books.

How many books do you see?

.....





Appendix B

1. Read through the text and find a title.

.....

Amanda: Hi, Bernard! What are you doing?

Bernard: Hi, Amanda! You know I am a real collector. I try to organize them.

Amanda: Wow! Which materials do you collect?

Bernard: I have a book collection. And now I want to break a World record with my collection. There are 900 books in my library.

Amanda: Are there any other collections?

Bernard: Yes. I really want to be a record breaker. I have a hat collection. There are 580 hats in my wardrobe. The other one is that my toy cars. I have 845.

Amanda: You are amazing! I hope you will be a famous record breaker.



2. Read and circle the correct one.

a) Amanda is **a collector** / **Bernard's friend**.

b) Bernard has nine hundred **books** / **magazines** in his library.

c) There are **845** / **600** toy cars in his collection.

d) The number of Bernard's hats is **700** / **580**.

e) Bernard wants to be a **record breaker** / **singer**.



3. Answer the questions.

1. Do you have any collection?

.....

2. Which materials do you collect?

.....

3. What do you think about being a collector?

.....

4. Do you want to break any World record? Why?

.....

4. Describe yourself with numbers as in the example.



E.g.

My first name : Julia

• I have 5 letters in my first name.

My last name : Kirkpatrick

• I have eleven letters in my last name.

• I am 11 years old.

• There are 4 people living in my house.

• I am 5th grade student.

• My school number is 87.

• My favourite number is 8.

• My unlucky number is 3.

• I wake up at 7 o'clock.

• I go to bed at 10 o'clock.

Tongue Twister



Have fun!

Three free throws

LISTENING



Grade	5
Function	Naming numbers.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	45 mins.
Materials Required	A worksheet for lead- in activity in Appendix A. "Dinosaur 1-10" song from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) in Appendix B. Track 12 for pronunciation.
Aims	To understand simple oral texts including numbers from 1 to 100.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students put the numbers in order from least to greatest as a lead – in activity in Appendix A.2. The teacher leads the students to listen the song “ Dinosaur 1-10”in Appendix B.3. The teacher asks the students to listen again the song and tick the dinosaurs names that they hear. The students can share their answers with the whole class.4. The teacher asks the students to mark the statements as TRUE or FALSE.5. The teacher asks the students to listen and repeat the numbers in Track 12 for pronunciation.6. The teacher asks the students to write a two-digit number and talk about it. The teacher encourages the students who do not want to talk.



Appendix A

Lead in

Put the numbers in order from least to greatest.

a 45, 55, 86, 75, 30

b 44, 22, 33, 55, 66

c 100, 90, 10, 25, 98

d 51, 48, 73, 82, 19

e 34, 24, 68, 91, 27

f 14, 53, 96, 85, 41

LISTENING



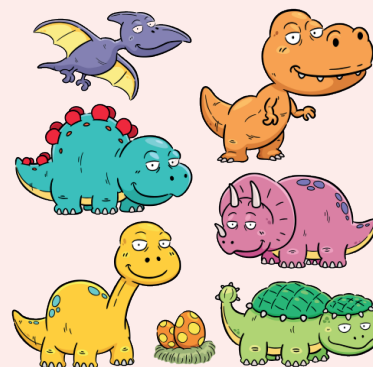
Appendix B

1. Listen to the song and tick the dinosaurs that you hear.



- Pterodactyl
- Velociraptor
- Giganotosaurus
- Gallimimus
- Pteranodon

- Plesiosaur
- Tyrannosaurus Rex
- Apotasauros
- Diplodocus
- Dimetrodon



2. Mark the statements as TRUE or FALSE.

1. A triceratops has got three big horns on his head. _____
2. A brachiosaurus can run ten kilometres an hour. _____
3. An iguanodon lives on every continents. _____
4. A diplodocus's neck is fifteen metres long. _____
5. A troodon has got two long legs. _____
6. A giganotosaurus weighs nine tons. _____
7. A velociraptor has got four claw. _____
8. A triceratops has got two long legs. _____



Track 12

Pronunciation

Listen and repeat.

1 one /wʌn/	11 eleven /ɪˈlev.ən/	21 twenty-one/ˈtwen.ti/-/wʌn/
2 two /tuː/	12 twelve /twelv/	22 twenty-two/ˈtwen.ti/-/tuː/
3 three/θriː/	13 thirteen /θɜːˈtiːn/	30 thirty /ˈθɜː.ti/
4 four /fɔːr/	14 fourteen /ˌfɔːˈtiːn/	70 seventy /ˈsev.ən.ti/
5 five /faɪv/	15 fifteen /ˌfɪfˈtiːn/	80 eighty /ˈer.ti/
6 six /sɪks/	16 sixteen /ˌsɪkˈstiːn/	90 ninety /ˈnaɪn.ti/
7 seven /ˈsev.ən/	17 seventeen/ˌsev.ənˈtiːn/	100 a hundred /ə/-/ˈhʌn.drəd/
8 eight /ert/	18 eighteen /ˌerˈtiːn/	
9 nine /naɪn/	19 nineteen /ˌnaɪnˈtiːn/	
10 ten/ten/	20 twenty /ˈtwen.ti/	

3. Write a two-digit number and talk about as in the example.



E.g:

- Draw it : 77

- Spell it : seventy – seven

- Draw it!
- Spell it!
- Add 2!
- Subtract 2!
- Count on 4!
- Count back 4!
- Say the number before!
- Say the Number after!
- Say it as an ordinal number!
- Is your number Even or Odd ?
- Add 10 !
- Subtract 10!

SPEAKING



Grade	5
Function	Naming numbers.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	45 mins.
Materials Required	Lead in questions in Appendix A. A page for " NUMBERS BOARD GAME" in Appendix B. Dice. Counters.
Aims	To practice naming numbers from 1 to 100.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to answer lead – in questions in Appendix A.2. The teacher asks the students to look at the page of "Number Board Game". Then the teacher explains the steps of the game.3. The teacher leads the students to play the game as small groups. The students take it in turns to roll the dice. After rolling the dice the students moves their counter forward the number of spaces shown on the dice. Students say the number as visuals under the game's chart. For example; if they roll a 2 and move forward and spell the number.4. The teacher encourages the students who do not want to speak and helps them if necessary.5. The teacher asks the students to solve the problems. The teacher observes the students during the activity. The students can share their answers with the whole class.

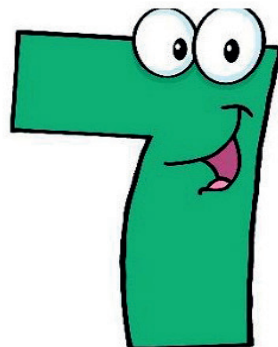
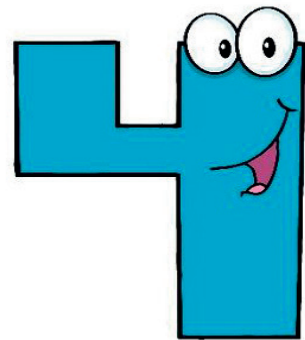


Appendix A

Lead in

Answer the questions.

- Are you good at mathematics?
- What is your favourite number?
- What is your school number?
- What is your phone number?
- What is your door number?





Appendix B

1. Play the game!

NUMBERS

Board Game

1	5	8	2	3	9
4	6	7	1	5	7
6	2	FINISH	6	8	4
7	8	9	1	2	6
2	5	4	6	7	1
START	3	9	2	5	8

Say
it



Spell
it



Write
it



Spell it
backwards



Sing
it



Say it 6
times





2. Solve the problems.



a) Toby has 25 pieces of candy. He gives 15 pieces to his friends. How many pieces of candy does Toby have now?



b) Mandy has 13 white t-shirts and 9 pink t-shirts. How many t-shirts does Mandy have in her wardrobe?



c) Linda's mum is making a pie. She has 5 green apples, 2 red apples and 4 yellow apples. How many apples does she have for making the pie?

READING



Grade	5
Function	Telling the time.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning. Speaking for warming up.
Duration	45 mins.
Materials Required	A worksheet for lead-in activity in Appendix A. A reading text in Appendix B.
Aims	To understand texts about telling the time. To review time expressions.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to write the phrases to the correct place in Appendix A. The teacher asks the students to share their answers with the whole class.2. The teacher asks the students to read the text .The teacher asks the students to draw the times to complete the statement.3. The teacher asks the students to read the statements and mark the statements as "TRUE" or "FALSE".4. The teacher asks the students to match the phrases to make meaningful statements.5. The teacher asks the students to to talk about yourself as in the example.

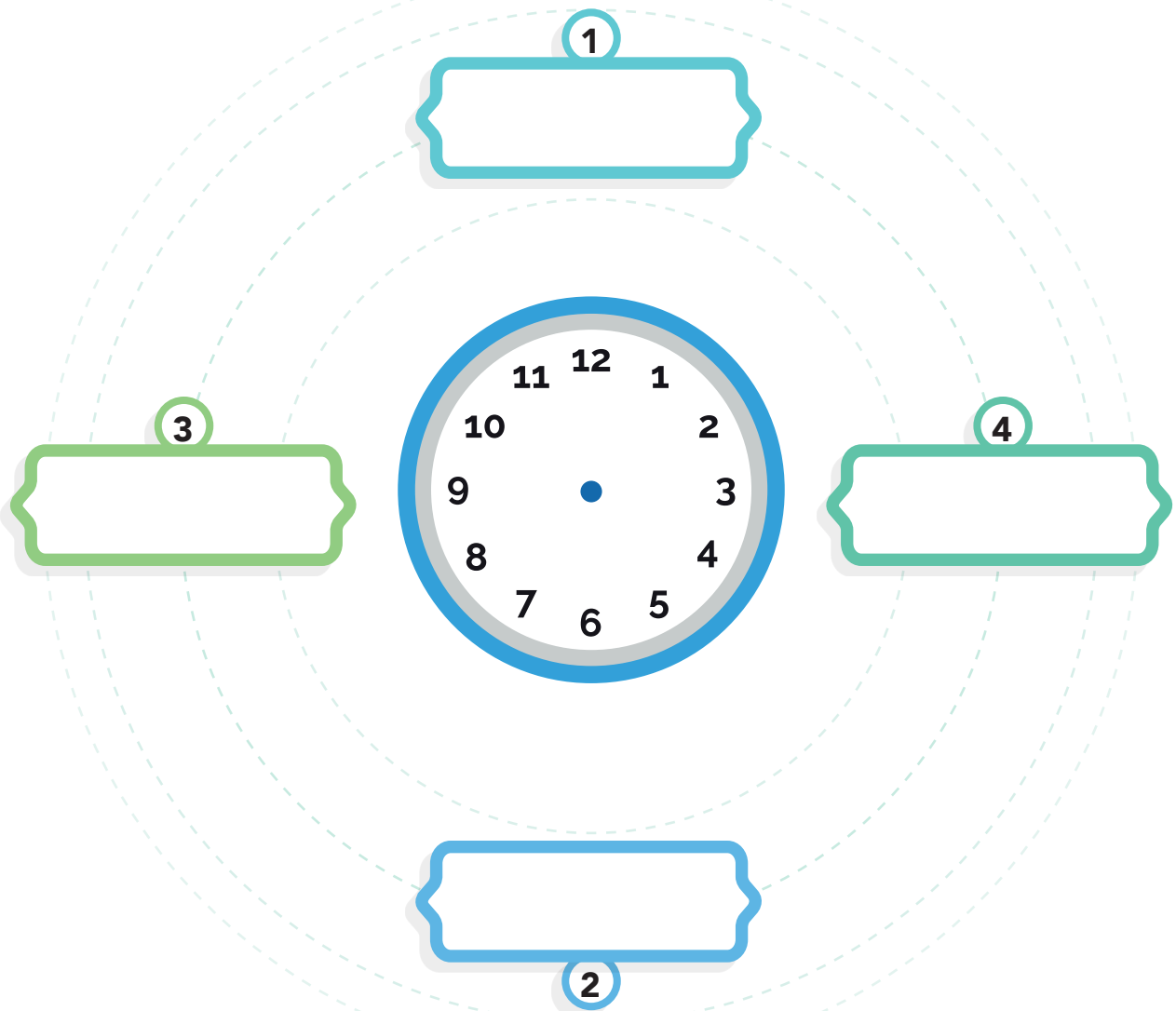


Appendix A

Lead in

Write and complete.

**o'clock - quarter to
half past - quarter past**





Appendix B

1. Read the text and draw the time.

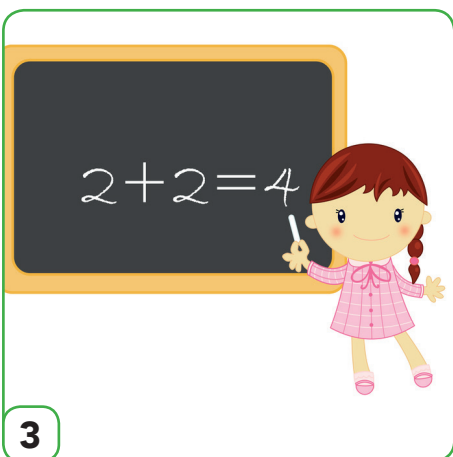


E.g.

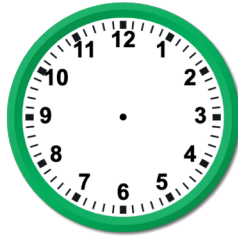
Ryan is 11 years old. He is from London. He lives with his family in a small flat. He likes watching cartoons. Everyday he watches TV at five o'clock. His favourite snack is popcorn.



Bruno is 12 years old. He lives in Brazil. He loves playing football. He goes to course at 4 o'clock. He wants to be a football player.



Elvira is from Canada. She is 10 years old. She goes to school at 9 o'clock everyday. Her favourite lesson is Math. She is good at numbers. She wants to be a teacher.



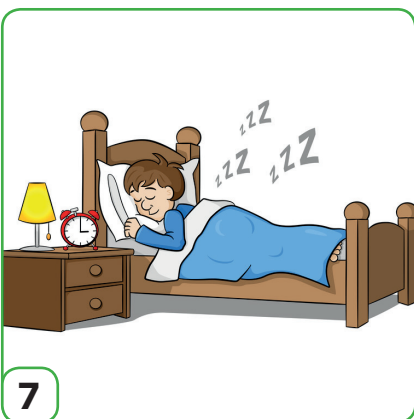
Arthur is from Austria. He is 11 years old. He lives in a big farm with his family. He is interested in animals. He gets up at 7 o'clock every morning. He feeds the cows. He wants to be a vet.



Karen is 12 years old. She is from France. She lives in Paris with her grandmother. She loves playing basketball. She is in school team. She plays basketball at 3 o'clock after school.



Zeynep is 10 years old. She is from Pakistan. She is Pakistani. She likes reading book. Every night she reads book at 10 o'clock. Then she goes to bed.



Martus is from Germany. He is 11 years old. He lives in Berlin. It is a big and crowded city. He has to get up early so he goes to bed at half past nine. He has to catch his school bus. His favourite lesson is English. He is a successful student.



2. Mark the statements as "TRUE" or "FALSE".

- a) Martus goes to bed at 09:30 . **T/F**
- b) Zeynep Reads book at 10 o'clock. **T/F**
- c) Karen plays basketball at 11 o'clock. **T/F**
- d) Arthur gets up at 7 o'clock. **T/F**
- e) Elvira goes to school at 9m o'clock . **T/F**
- f) Bruno goes to football course at 6 o'clock. **T/F**

3. Match the phrases to compose meaningful statements.

1. She has lunch at

2. Classes start at...

3. He has dinner at...

4. At weekends they go to bed at...

5. I do my homework at...

6. We have breakfast at....

a) 5 o'clock after school.

b) about 12 o'clock.

c) half past 9 a.m

d) quarter past seven p.m

e) 11 o'clock.

f) quarter to eight.



4. Talk about yourself as in the example.



She is Rebecca.

On Monday, she goes to drama club.

On Tuesday, she reads book.

On Wednesday, she helps her mother.

On Thursday, she plays with her friends.

On Friday, she rides her bike.

On Saturday, she visits her aunt.

On Sunday, she listens to music all day.

LISTENING



Grade	5
Function	Telling the time.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	45 mins.
Materials Required	A worksheet for lead- in activity in Appendix A. "How to tell the time" video from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) in Appendix B. Track for pronunciation.
Aims	To understand simple oral texts including telling the time. To practice time expressions.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to match the time with the clocks as a lead – in activity in Appendix A.2. The teacher leads to the students to watch the video and to try to learn how to tell the time in Appendix B.3. The teacher asks the students to watch the video again and to complete the statements.4. Then the teacher asks the students to put a tick for the correct answer.5. The teacher asks the students to listen and repeat the words in Track 13 for pronunciation.6. The teacher asks the students to look at the clocks and tell the time.



Appendix A

Lead in

Match the time expressions.

- | | | |
|----------------------------|--------------------------|----------|
| 1. It's five o'clock. | <input type="checkbox"/> | a) 12:30 |
| 2. It's quarter past two. | <input type="checkbox"/> | b) 02:15 |
| 3. It's four thirty. | <input type="checkbox"/> | c) 07:20 |
| 4. It's five to ten. | <input type="checkbox"/> | d) 06:15 |
| 5. It's six twenty. | <input type="checkbox"/> | e) 11:00 |
| 6. It's two to two. | <input type="checkbox"/> | f) 01:58 |
| 7. It's twenty past seven. | <input type="checkbox"/> | g) 06:20 |
| 8. It's eleven o'clock. | <input type="checkbox"/> | h) 09:55 |
| 9. It's twelve thirty. | <input type="checkbox"/> | i) 04:30 |
| 10. It's quarter to six. | <input type="checkbox"/> | j) 05:00 |

LISTENING



1. Watch and practice how to tell the time!



2. Match and complete the statements.

- | | |
|--|-----------------------------|
| <input type="checkbox"/> 1. The little hand shows us | a) we say it's half past. |
| <input type="checkbox"/> 2. When the big hand points to six.... | b) the hours. |
| <input type="checkbox"/> 3. When the big hand points to three... | c) the minutes |
| <input type="checkbox"/> 4. When the big hand points to nine.... | d) we say it's quarter to |
| <input type="checkbox"/> 5. The big hand shows us | e) we say it's quarter past |

LISTENING



3. Look at the clock and tick the correct answer.



- It's four o'clock.
- It's quarter past eight.
- It's half past eight.

What time is it?



- It's ten to eleven.
- It's half past ten.
- It's half past eleven.



- It's quarter to three.
- It's quarter past three.
- It's ten to four.

Track 13

Pronunciation

Listen and repeat.

Half : /hɑːf/

Quarter: /'kwɔːtər/

O'clock: /ə'klɒk/

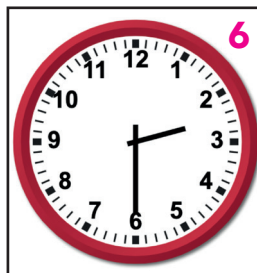
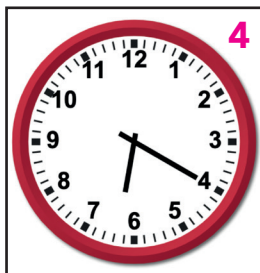
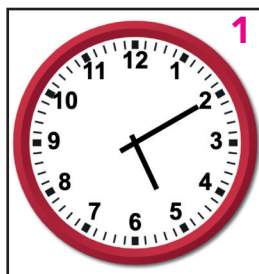
Past : /pɑːst/

Time: /taɪm/

4. Ask and answer as in the example.

E.g: Student A: What time is it?
Student B: It is twelve o'clock.

E.g:





Grade	5
Function	Telling the time.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	45 mins.
Materials Required	A worksheet for lead-in activity in Appendix A. Photos for speaking activity in appendix B.
Aims	To practice telling the time. To practice time expressions. To describe regular activities and timetables.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the questions as a lead in activity in Appendix A. 2. The teacher asks the students to talk about given photos in Appendix B. The teacher observes the students during the speaking session. 3. The teacher encourages the students who do not want to talk and helps them if necessary. 4. The teacher asks the students to match the time to consolidate the function of telling the time. 5. Then the teacher asks the students to complete the chart with "a.m" – "p.m".



Appendix A

Lead in

Answer the questions.

1. What time do you get up?
.....






2. What time do you have breakfast?
.....

3. What time do you go to school?
.....

4. What time do you go to bed?,
.....

Appendix B

1. Talk about your school day and draw the times as in the example.

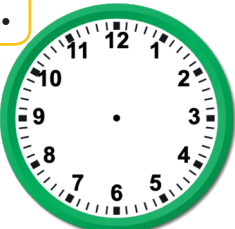
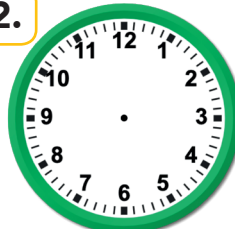
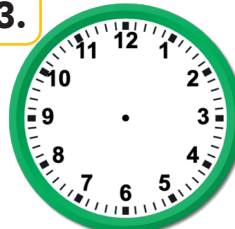

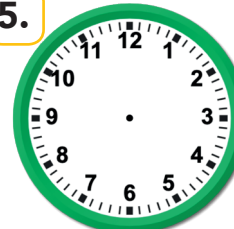
1.		2.		3.		4.		5.	
	Wake up		School bell ring		Have lunch		Finish school		Do homework

E.g:



LINDA

I wake up at 7 o'clock. I get ready for school and get into the bus. At half past 8 the school bell rings. I have lunch and play with my friends at 1 o'clock. My school finishes at 3:00. I do my homework at 5 o'clock and eat dinner with my family at 7:00. Finally, I go to bed at half past 9.

1.		2.		3.		4.		5.	
	Wake up		School bell ring		Have lunch		Finish school		Do homework

SPEAKING



2. Match the time.

- a) It's two o'clock.
- b) It's quarter to seven.
- c) It's ten thirty.
- d) It's five to five.
- e) It is twenty past nine.
- f) It's ten to ten.
- g) It is twenty to eleven.
- h) It is quarter to four.
- i) It is twelve o'clock.
- j) It is five past eight.

10:30	04:55	12:00
08:05	09:20	
10:40	03:45	06:45
02:00	09:50	

Useful Language

A.M.



AM starts at 12 midnight and goes until 11:59 in the morning.

P.M.



PM starts at 12 noon and goes until 11:59 at night.

3. Read and mark as "a.m." or "p.m." for the activities.

a.m. or p.m.

E.g. Eat dinner	a.m.	p.m.
1. See the sun rise	a.m.	p.m.
2. Go to bed	a.m.	p.m.
3. Put on pyjamas	a.m.	p.m.
4. Turn off the lights	a.m.	p.m.
5. Make the bed	a.m.	p.m.
6. Eat breakfast	a.m.	p.m.
7. Turn on the lights	a.m.	p.m.
8. Eat lunch	a.m.	p.m.

READING



Grade	5
Function	Describing what people do regularly (Making simple inquires).
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning. Speaking for warming up.
Duration	45 mins.
Materials Required	A poster about daily routines in Appendix A. Reading text in Appendix B.
Aims	To understand texts about daily routines. To make simple inquires.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to look at the pictures of daily activities to recognize the vocabularies. Then the teacher leads the students listen and repeat for lead- in activities in Appendix A.2. The teacher asks the students to complete the chart that is related to the reading texts.3. The teacher asks the students to read the paragraphs to answer comprehension questions.4. The teacher asks the students to answer the comprehension questions. The teacher asks the students to share their answers with the whole class.5. The teacher asks the students to match the words with their definitions.



Appendix A

Lead in

Track 14

Listen and repeat.



get up



brush teeth



comb hair



go to school



have a shower



get dressed



make the bed



have breakfast



do homework



watch TV



have dinner



listen to music



wash face



play computer



read book



Appendix B

1. Read the paragraphs and complete the chart below.



Hi, my name is Lucy. I wake up at 07:30. I get up and wash my face. Then I eat an omelette for breakfast. After breakfast I brush my teeth and comb my hair. I put on my school **uniform** and I leave for school at 08:30. I walk to school because my school is not far away. I have lessons from 9 to 3 o'clock. I come back to home at 3 o'clock. I usually watch tv. I do my homework from 5 to 7 o'clock. Then I have dinner with my mum. Before going to bed, I **surf** on the net and read magazines. I go to bed at 10 o'clock.



This is Alex. My alarm clock rings at 7 o'clock. I have a shower and get dressed. My mother **calls** me for breakfast. I often eat toast and drink a glass of orange juice. Then I brush my teeth and I kiss my mum. My father drives me to school at 8 o'clock. I listen to my teachers and study my lessons. At 3 o'clock my mum picks me up from school. We go shopping for dinner and I help my mother. We have dinner around 7 o'clock. After dinner I do my homework and **revise** for the texts. I don't like watching TV. I prefer listening to music. I go to bed at 11 o'clock.



	LUCY	ALEX
Getting up time		
Breakfast	E.g an omelette	
Going to school		
Routines after school		
Routines after dinner		E.g help his mother
Going to bed time		

2. Answer the questions.

a) When does Lucy wake up in the mornings?

.....

c) What does Alex have for breakfast?

.....

d) Who does not like watching TV?

.....

3. Match the words with their definitions.

1. routine :

a) a special set of clothes that are worn by people who go to a particular school

2. revise:

b) to spend time visiting a lot of websites

3. call:

c) to study again something you have already learned

4. uniform:

d) to ask someone to come somewhere

5. surf:

e) the things you regularly do, and how and when you do them



4. Complete the chart and talk about your daily routines as in the example.

Paul



	morning	afternoon	evening
	<ul style="list-style-type: none"> • get up - 7:00 • have breakfast - 8:00 • start working - 9:00 	<ul style="list-style-type: none"> • have lunch - 13:30 • work on my computer • have some snack - 5:00 	<ul style="list-style-type: none"> • call my mother • order a pizza • have dinner - 8:00 • chat with my friend • have a shower • go to sleep - 11:00

E.g. I get up at 7 o'clock in the mornings. I have breakfast at 8:00. Then I start working at 9 o'clock.

In the afternoon, I have lunch at half past one. I work on my computer. I have some snacks at 5 o'clock. I call my mother. I order a pizza and I have dinner at 8:00. Afterwards I chat with my friend. Finally I go to bed at 11 o'clock.

You

You can stick your photo here.

	morning	afternoon	evening

LISTENING



Grade	5
Function	Describing what people do regularly (Making simple inquiries).
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	45 mins.
Materials Required	Lead in questions in Appendix A. "This is the way" song from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) in Appendix B.
Aims	To understand simple oral texts including daily routines.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to answer the lead in questions in Appendix A.2. The teacher asks the students to watch the video and tick the phrases.3. The teacher asks the students to put the words in the correct order to make a statement.4. The teacher asks the students to talk about their routine as in the example.



Appendix A

Lead in

Answer the questions.

- What time do you get up on weekdays?
- Do you get up early at the weekends?
- What is the first thing you do after you get up?
- What time do you have your breakfast?

Appendix B

1. Listen to the song and tick the phrases that you hear.



get up

comb hair

go to school

put on clothes

brush teeth

have breakfast

wash face

have a shower

do exercise

LISTENING



2. Put the words in the correct order to make a statement.

a) o'clock / eight / up/ get / I / at .

.....

b) put on / clothes / my / I / 9 / at / o'clock.

.....

c) I / sleep / at / ten / o'clock/ I / go / to.

.....

d) dinner / We / at / have / seven/ half past.

.....

e) school/ What / go / to / do/ time/ you/ ?

.....

3. Talk about your routine as in the example.



Hi, I am Peter. I wake up at 8 o'clock. I have a shower and I have a breakfast. I go to college at half past nine. After school, I watch television. I have dinner with my family at 7 o'clock. Then I do my homework. I go to bed at 10 o'clock.



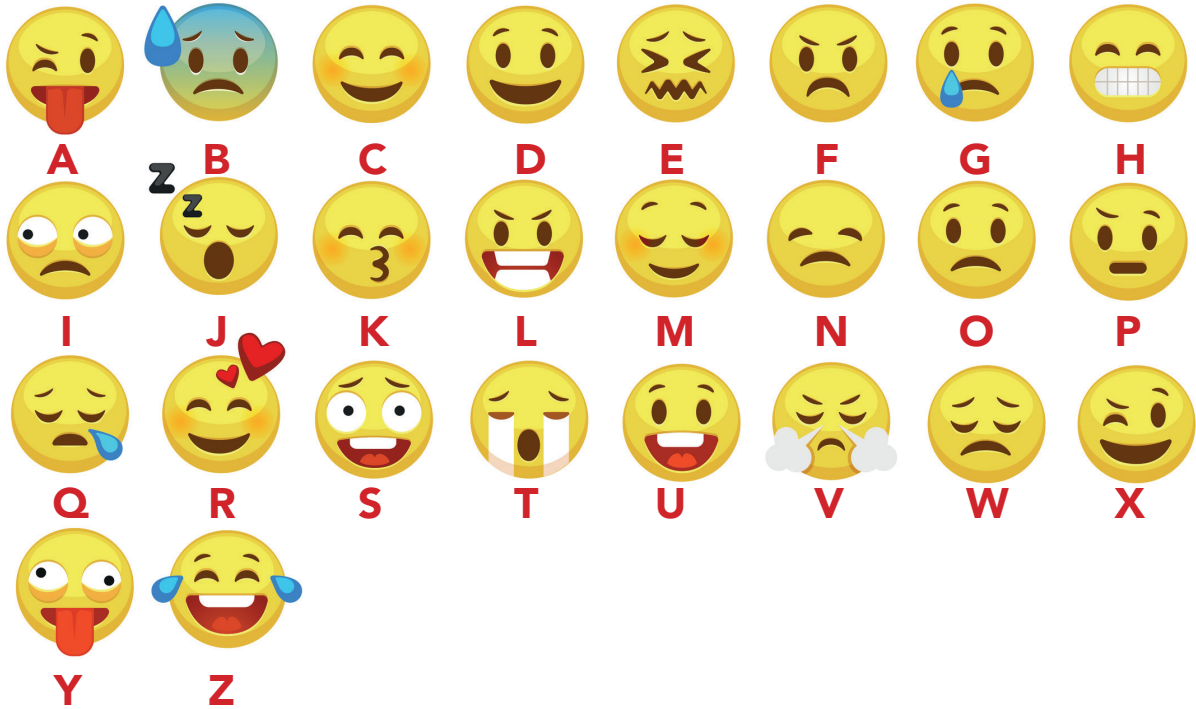
Grade	5
Function	Describing what people do regularly (Making simple inquires).
Skills	Speaking for fluency. Speaking for accuracy.
Duration	45 mins.
Materials Required	A secret code page for lead in activity in Appendix A. Cut out pages for speaking activity in Appendix B.
Aims	To talk about daily routines. To practice vocabulary related to regular activities.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to crack the secret code and write the sentences about daily routines for lead in activity in Appendix A. The teacher asks the students to write a new sentence about daily routines by using secret code and to share their sentences with the whole class. 2. The teacher asks the students to work as in pairs. The teacher gives the students information gaps worksheets as A and B. 3. The teacher asks the students to ask and answer questions to find out the missing informations on their pages. The students write down missing informations into related area on chart. 4. The teacher encourages the students who do not want to talk. The teacher helps the students if necessary.



Appendix A

Lead in

Crack the secret code.



I brush my teeth.



Now it is your turn! Write a sentence with secret code.

1.



Appendix B

1. Ask and answer as in the example.

Find out the missing information on the timetables A and B.

E.g: Student A: What time does Peter have lunch?

Student B: He has lunch at 12:45

A

Peter	
Linda	
Susan	
Jack	
Marylín	

6:45		7:15			9:30
		8:30		4:15	
	8:00		1:30		
7:15				5:30	8:50
	7:30		12:20		

B

Peter	
Linda	
Susan	
Jack	
Marylín	

			12:45	6:00	
7:45	8:15				9:45
7:30		8:20		3:30	
	7:20		1:00		
		7:50		5:20	



Useful Language

WAKE UP	GET UP
<ul style="list-style-type: none"> To stop sleeping and open your eyes. <p>I wake up at 7 o'clock.</p> <p>My father wakes up early on weekdays.</p> 	<ul style="list-style-type: none"> To get out of bed, usually to start your day. <p>I get up at 8 o'clock.</p> <p>My mum gets up early to prepare breakfast.</p> 

Idiom Time

Read the idiom and put a tick in the correct photo.

BURN THE MIDNIGHT OIL - "Working late into the night"





Project Time

Create a poster about your routines.

😊 Daily Routines 😊

Morning Routines

Midday Routines

E.g. I have breakfast at 7 o'clock.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Notes

Evening Routines

E.g. Have breakfast.
Watch TV.

E.g. I watch TV with my family.

.....

.....

.....

.....

.....

.....

.....

ANSWER KEY

ANSWER KEY 5.4

PAGE 3

EXERCISE 1

"RECORD BREAKER"

"A FAMOUS COLLECTOR"

EXERCISE 2

- a) Bernard's friend
- b) books
- c) 845
- d) 580
- e) record breaker

PAGE 4

EXERCISE 3

1. Yes I do. / No, I don't.
2. I have pencil collection.
3. I think, it is interesting.
4. Yes, I do. Because it is funny.
No, I don't. Because it is boring.

LISTENING

PAGE 6

LEAD IN

- a) 30-45-55-75-86
- b) 22-33-44-55-66
- c) 10-25-90-98-100
- d) 19-48-51-73-82
- e) 24-27-34-68-91
- f) 14-41-53-85-96

ANSWER KEY

PAGE 7

EXERCISE 1

- Velociraptor
- Giganotosaurus
- Pteranodon
- Tyrannosaurus Rex
- Diplodocus

EXERCISE 2

1. T 2. T 3. F 4. F 5. T 6. T 7. F 8. F

SPEAKING

PAGE 10

LEAD IN

- Yes, I am./ No, I am not.
- My favourite number is 8.
- It is 45.
- It is 482 22 10.
- It is 6.

PAGE 12

EXERCISE 2

a) $25 - 15 = 10$

Tobby has got 10 pieces of candy.

b) $13 + 9 = 22$

Mandy has got 22 t-shirts.

c) $5 + 2 + 4 = 11$

She has got 11 apples.

READING

PAGE 14

LEAD IN

1. o'clock
2. half past
3. quarter to
4. quarter past

ANSWER KEY

PAGE 15-16

2. It is 4 o'clock.
3. It is 9 o'clock.
4. It is 7 o'clock.
5. It's 3 o'clock.
6. It's 10 o'clock.
7. It is 09:30.

PAGE 17

EXERCISE 2

- a) T
- b) F
- c) F
- d) T
- e) T
- f) F

EXERCISE 3

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

LISTENING

APPENDIX A

PAGE 20

LEAD IN

1. j
2. b
3. i
4. h
5. g
6. f
7. c
8. e
9. a
10. d

ANSWER KEY

PAGE 21 EXERCISE 2

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

PAGE 22 EXERCISE 3

- a) It is quarter past eight.
- b) It is half past eleven.
- c) It is quarter to three.

EXERCISE 4

1. It is ten past five.
2. It is eight o'clock.
3. It is ten to twelve.
4. It is twenty past six.
5. It is five past ten.
6. It is half past two.
7. It is quarter to eleven.

PAGE 25 EXERCISE 2

- a) 02:00
- b) 06:45
- c) 10:30
- d) 04:55
- e) 09:20
- f) 09:50
- g) 10:40
- h) 03:45
- i) 12:00
- j) 08:05

PAGE 25 EXERCISE 3

- 1.a.m 2.a.m 3.p.m 4.p.m 5.a.m 6.a.m 7.p.m 8.p.m

ANSWER KEY

READING

PAGE 29

EXERCISE 1

	LUCY	ALEX
Getting up time	at 07:30.	at 7 o'clock
Breakfast	an omelette	-toast -orange juice
School time	08:30	at 8 o'clock.
Routines after school	watch TV	-go shopping -helps his mother
Routines after dinner	-surf on the net -read magazines	-do homework -revise the texts
Going to bed time	at 10 o'clock	at 11 o'clock

PAGE 29

EXERCISE 2

- a) She wakes up at 07:30
- b) He eats a toast and drinks a glass of orange juice.
- c) Alex doesn't like watching TV.

PAGE 29

EXERCISE 3

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

LISTENING

PAGE 32

LEAD IN

- I get up at 7 o'clock on weekdays.
- No, I don't. I get up lately.
- I wash my face.
- I have breakfast at 8 o'clock.

ANSWER KEY

PAGE 32

EXERCISE 1

brush teeth
wash face
comb hair
put on clothes

EXERCISE 2

- a) I get up at 8 o'clock.
- b) I put on my clothes at 9 o'clock.
- c) I go to sleep at ten o'clock.
- d) We have dinner at half past seven.
- e) What time do you go to school?

SPEAKING

PAGE 35

LEAD IN

2. He goes to school.

PAGE 37

IDIOM TIME

B)

TRACK 12

Pronunciation

Listen and repeat.

1 one /wʌn/

2 two /tu:/

3 three /θri:/

4 four /fɔ:r/

5 five /faɪv/

6 six /sɪks/

7 seven /'sev.ən/

8 eight /eɪt/

9 nine /naɪn/

10 ten /ten/

11 eleven /ɪ'lev.ən/

12 twelve /twelv/

ANSWER KEY

13 thirteen /θɜ: 'ti:n/
14 fourteen /,fɔ: 'ti:n/
15 fifteen /,fɪf 'ti:n/
16 sixteen /,sɪk 'sti:n/
17 seventeen /,sev.ən 'ti:n/
18 eighteen /,eɪ 'ti:n/
19 nineteen /,naɪn 'ti:n/
20 twenty /'twen.ti/
21 twenty-one /'twen.ti/-/wʌn/
22 twenty-two /'twen.ti/-/tu:/
30 thirty /'θɜ:.ti/
40 forty /'fɔ:.ti/
50 fifty 'fɪf.ti/
60 sixty /'sɪk.sti/
70 seventy /'sev.ən.ti/
80 eighty /'eɪ.ti/
90 ninety /'naɪn.ti/
100 a hundred /ə/-/'hʌn.drəd/

TRACK 13

Pronunciation

Listen and repeat.

Half: /hɑ:f/

Quarter: /'kwɔ:tər/

O'clock: /ə'klɒk/

Past: /pɑ:st/

Time: /taɪm/

TRACK 14

Listen and repeat.

1. get up
2. brush teeth
3. comb hair
4. go to school
5. have a shower
6. get dressed
7. make the bed
8. have breakfast
9. do homework
10. watch TV
11. have dinner

ANSWER KEY

LISTENING TEXT 1

PAGE 7

DINOSAUR 1-10

Can You Remember
The Magic Mesozoic Numbers?
The Dinosaur One To Ten
Can You Remember
The Magic Mesozoic Numbers?
The Dinosaur One To Ten.

A Velociraptor Has Got One Claw
A Baryonyx Has Got More
A Troodon's Got Two Long Legs
He Steals Other Creatures' Eggs
A Triceratops Is A Quadruped
With Three Big Horns Upon His Head
His Four Legs Are Short And Strong
His Head Is Big And Very Long.

Can You Remember
The Magic Mesozoic Numbers?
The Dinosaur One To Ten
Can You Remember
The Magic Mesozoic Numbers?
The Dinosaur One To Ten.

A Tyrannosaurus Rex Is Grey
He Eats Creatures Every Day
He Is Five Metres High
He Can Run, But He Can't Fly
An Iguanodon Eats Leaves And Plants
He Lives On Six Continents
A Pteranodon Can Fly
His Wingspan's Seven Metres Wide.

ANSWER KEY

Can you remember
The magic Mesozoic numbers?
The dinosaur one to ten
Can you remember
The magic Mesozoic numbers?
The dinosaur one to ten.
A diplodocus is very strong
His neck is eight metres long
When a giganotosaurus runs
Look out – he weighs nine tons!
A brachiosaurus can't run far
at ten kilometres an hour
He's a giant herbivore
He's the biggest dinosaur.

Can you remember
The magic Mesozoic numbers?
The dinosaur one to ten
Can you remember
The magic Mesozoic numbers?
The dinosaur one to ten.

LISTENING TEXT 2

PAGE 22

HOW TO TELL THE TIME

Melisa: Emily, do you know what time it is?

Emily: No, what time is it?

Melisa: It's pizza time!

Emily: Mmm, yum!

Melisa: Hey, wait! Today we're going to learn how to tell the time _with a pizza!

Emily: Oh, Ok!

Melisa: Ok, before we start, we have to know a couple of things.

Emily: This is a clock, right?

ANSWER KEY

Melisa: Yes, and these are its hands. The little hand shows us the hours and the big hand shows us the minutes. When the big hand is pointing to the twelve, we say it's o'clock.

Now it's four o'clock. So, Emily What's the time now?

Emily: Mmm, now it's five o'clock.

Melisa: Very good! When the big hand is pointing to the three, we say it's quarter past.

Emily: Mmm, why do we say it's quarter past?

Melisa: Because a quarter of the hour has passed! So, what's the time?

Emily: Now it's quarter past... five?

Melisa: Perfect! When the big hand is pointing to the six, we say it's half past.

Emily: Because half of the hour has passed! So, now it's half past five!

LISTENING TEXT 3

PAGE 35

THIS IS THE WAY

This is the way we brush our teeth

Brush our teeth, brush our teeth.

This is the way we brush our teeth

On a warm and sunny morning.

This is the way we wash our face

Wash our face, wash our face

This is the way we wash our face

On a warm and sunny morning.

This is the way we comb our hair

Comb our hair, comb our hair

This is the way we comb our hair

On a warm and sunny morning.

This is the way we put on our clothes

Put on our clothes, put on our clothes

This is the way we put on our clothes

On a warm and sunny morning

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Sayfa 10

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Sayfa 11

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Sayfa 21

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Sayfa 22

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Sayfa 24

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