

ENGLISH 5

UNIT 7



Asking for permission
Expressing and responding to thanks
Greeting and meeting people
Expressing obligation and telling the days and dates



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Grade:	5
Function:	Asking for permission
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 practise asking for permission To identify a gist of the text To make simple inquiries
Procedures:	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the lead in questions in Appendix A. 2. Then, the teacher asks the students to match the given words with the pictures in Appendix A. 3. The teacher asks the students to read the text in Appendix B and mark the statements as true or false. 4. The teacher asks the students to match the questions with the answers. The teacher asks the students to check their answers with their deskmates. 5. The teacher asks the students to group the answers as positive or negative. 6. Finally, the teacher asks the students to look at the photos and ask for permission for each situation.



Appendix A

Lead in

Answer the questions.

Do you like birthday parties? Why?

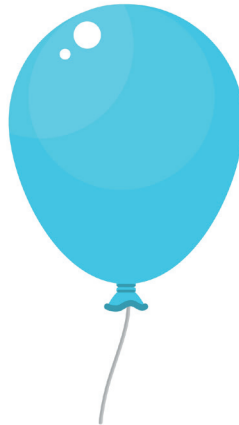
What do you need for a birthday party?

Match the words with the pictures.

**BALLOON
BIRTHDAY CAKE**

**GIFT
PARTY HAT**

**CANDLE
BEVERAGE**



1.

2.

3.



4.

5.

6.



Appendix B

1. Read the conversation and mark the statements as true (T) or false (F).

MY FATHER'S BIRTHDAY PARTY

Amy: Mom, is it my father's birthday on Saturday?

Mrs. Clarins: Yes, that's right.

Amy: I'm planning to throw a surprise birthday party for him. May I have it at home?

Mrs. Clarins: Sure. That's a good idea.

Amy: But I need help for doing shopping. Can we do it together?

Clarins: Of course, honey. What do we need for the party?

Amy: First, we need a birthday cake. You know, my dad is crazy about football. I want a birthday cake with a ball on it. Is it okay if I order that kind of cake?

Mrs. Clarins: Oh, I'm sorry but that's not possible. What about making a cake at home?

Amy: Yes, that may be enjoyable. Do you mind if I put strawberry sauce on it?

Mrs. Clarins: For sure. No problem.

Amy: Thank you, mom. I make a list of our needs for the decoration. Can we go shopping now?

Mrs. WClarins: I'm afraid, we can't. I have to finish the ironing first. We can go shopping in the afternoon.

Amy: Ok. Thank you so much mommy.



- | | |
|--|-----|
| 1. Amy wants to organise a birthday party for her mother. | T/F |
| 2. Amy needs help for doing shopping. | T/F |
| 3. Mrs. Clarins lets her to order a birthday cake. | T/F |
| 4. Mrs. Clarins doesn't give permission for strawberry sauce. | T/F |
| 5. Mrs. Clarins has to finish the ironing before going shopping. | T/F |



2. Match the questions with the answers.

- | | |
|---|---|
| 1. Can we do the shopping together? | A. I am sorry I can't. |
| 2. Can we go shopping now? | B. For sure. |
| 3. Do you mind if I put strawberry sauce on the cake? | C. Sure. |
| 4. May I have the surprise birthday party at home? | D. I'm sorry but that's not possible. |
| 5. Is it okay if I order that kind of cake? | E. Of course. |

3. Group the answers in the conversation above as positive or negative.

POSITIVE ANSWERS

.....

.....

.....

.....

.....

NEGATIVE ANSWERS

.....

.....

.....

.....

.....

4. Look at the photos and ask for permission for each situation.



1. You need a pencil.



2. You have a homework and you want to use your friend's laptop.



3. You want to have ice cream.



4. You need to go to the toilet.

LISTENING



Grade	5
Function	Asking for permission.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 24 for listening activity in Appendix B. Track 25 for pronunciation.
Aims	To practise asking for permission.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students tick the phrases that are used for asking permission in Appendix A. 2. The teacher asks the students to listen to the text and fill in the gaps with words or phrases they hear in Appendix B. 3. The teacher asks the students to match the photos with the correct conversations. 4. The teacher asks the students to answer the questions. 5. The teacher asks the students to work in pairs and act out a dialogue as in the example. The teacher observes the students while they are speaking.

LISTENING



Appendix A

Lead in

Tick the phrases that are used to ask for permission.

Can I open the window?	
What about going to the cinema?	
Let's sing!	
May I come in?	
Do you mind if I turn up the music?	
Why don't we draw picture?	
Is it OK if I order a birthday cake?	
Could I use your mobile phone?	
How about cooking?	

LISTENING



Appendix B

Track 24

1. Listen to the conversations below and fill in the gaps with the words and phrases from the lists.

**Do you mind if
thanks**

**Is it OK if
May**

**could you turn
Sure**

Conversation 1

Paul: Hi!

Jenny: Hello, (1) the music down, please? I'm trying to work.

Paul: Oh, sorry. Is that better?

Jenny: Yes, (2) Perhaps I can work now..

Conversation 2

Oliver: I'm sorry. (3) I leave early today? I'm going to take my cat to see the vet.

Charlie: You're going to take your cat to the vet? What's the matter with her then?

Oliver: I don't know. That's why I'm going to take to the vet's.

Charlie: Oh, I see. (4) go ahead.

Conversation 3

Ethan: Robert, do you have your mobile phone with you?

Robert: Yes, I do.

Ethan: (5) I borrow it, please? I need to make a quick call to my mother.

Robert: Here you are.

Conversation 4

Adele: (6) I change seats?

Kim: Yes, all right. What is the problem?

Adele: I can't see because of the sun.

Kim: OK, then. Why don't you sit there, next to Andrea.

LISTENING



2. Match the photos with the correct conversations above.



a)



b)



c)



d)

1. conversation 1
2. conversation 2
3. conversation 3
4. conversation 4

3. Answer the questions.

1. Why does Jenny ask Paul to turn down the music?

.....?

2. Where is Oliver going to take his cat?

.....?

3. Does Charlie give permission to Oliver to leave early?

.....?

4. Who needs a mobile phone?

.....?

5. Why does Adele want to change her seat?

.....?

Track 25



Pronunciation

Listen and repeat.

Can I open the window?

I'm sorry you can't. I'm cold.

May I come in?

Yes of course.

LISTENING



4. Work in pairs. Act out a dialogue as in the example.

E.g. 1. Student A: Can I open the window?
Student B: Yes , sure. No problem.

1. It's very hot in the room and you want to open the window.

2. You need to borrow some money from a friend because you have lost your bus fare.

3. Someone's mobile phone is always ringing during a film.

4. You didn't understand the address someone gave you and you would like them to spell it for you..

5. The person behind you is talking all the time during the lesson.

6. You are watching TV but you can't hear because the volume is very low. Your friend has the remote control.

7. You would like someone to take a photo of you and your friend in front of a famous monument.

8. You can't see the timetable at the train station because a stranger is standing in front of it.



Grade	5
Function	Asking for permission.
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 practise asking for permission.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the verbs with the nouns. 2. The teacher asks the students to share their answers with the whole class. 3. The teacher asks the students to work in pairs. Look at the pictures in exercise 1 and ask for permission to their partner in different ways. Their partner accepts or refuses as in the example. 4. The teacher encourages the students who do not want to talk and helps them when necessary.



Appendix A

Lead in

Match the verbs with the suitable nouns.

- | | | |
|-----------|-------|-------------------|
| 1. borrow | | a) a bike |
| 2. close | | b) water |
| 3. ride | | c) a mobile phone |
| 4. wear | | d) the door |
| 5. drink | | e) a hat |

Appendix B

1. Read the dialogues and match them with the pictures.

1. A: Can I hang this poster on the wall?

B: Yes, you can.

A: Thank You.

2. A: Do you mind if use your tablet?

B: Unfortunately, you can't.

3. A: Is it OK if I watch the news?

B: Yes, sure.

A: Thanks a lot.

a)



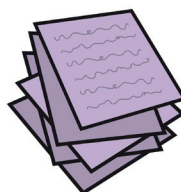
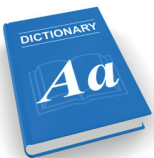
b)



c)



2. Work in pairs. Look at the pictures below and ask for permission to your partner in different ways. Your partner accepts or refuses as in the example.



I need to look for a word. Can I use your dictionary?

Yes, sure.





Grade	5
Function	Expressing and responding to thanks
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 practise expressing and responding to thanks To identify a gist of the text To make simple inquiries
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to underline the five words they use while expressing thanks. 2. The teacher asks the students to read the text and circle the correct option. 3. The teacher asks the students to fill in the blanks with the correct words. 4. The teacher asks the students to mark the statements as T(thanks) and R(response). 5. The teacher asks the students to work in pairs and express their thanks and give response as in the example



Appendix A

Lead in

Underline the five words you use when you are expressing thanks.

Please.	I love you.	I'm grateful.
I'm sorry.	Thank you very much.	I don't know how to thank you.
Thanks a lot.	You are so great.	Excuse me.
No problem.	That's very kind of you.	Don't worry.

Appendix B

1. Read the text and circle the correct option.

Samantha: Hi, Nick. Do you need help?

Nick: Hi, Samantha. Yes, I think I really need your help.

Samantha: What are you doing?

Nick: I'm just cleaning my room. As you can see, it's so messy.

Samantha: I think you are right. Let me help you.

Nick: You are such an angel. I really appreciate your kindness, Samantha.

Samantha: You are welcome.

After an hour

Nick: I'm very tired. Thank you again, Samantha.

Samantha: No problem, Nick. I live just beside your apartment so I can help you when you need again.

Nick: Really? Thank you very much. Thank you for all your help.

Samantha: You're very welcome Nick. Anytime.

1. Nick is cleaning his

a) room

b) garden

2. Samantha is Nick's

a) sister

b) neighbour

3. Nick's room is

a) messy

b) tidy

4. Nick expresses his to Samantha for her help.

a) sadness

b) thanks

5. is the thanking expression used in the dialogue.

a) Anytime.

b) Thank you very much.



2. Fill in the blanks with the correct words.

angel

messy

anytime

appreciate

kindness

1. My son's bedroom is always
2. I really your help.
3. You can call me
4. I would like to express my thanks for your
5. Be an and help me with this.

3. Mark the statements as T (thanking) and R (response).

T: expressing thanks

R: giving response

- 1. Thank you very much.
- 2. You are welcome.
- 3. I really appreciate your kindness.
- 4. Anytime.
- 5. Thank you for all your help.

4. Work in pairs. Read the situations below. Express your thanks and give response as in the example.

Eg.

Your friend helps you to carry your bag.

Student A: Thanks a million.
I don't think I could do it without your help.

Student B: No problem.

Your mother cooks a delicious pizza for you.

Your neighbour takes you to school by his car.

A stranger on the street helps you to find your way to the library.

Your brother helps you with your science homework.

A friend helps you to fix your bike.

Your father helps you to tidy up your room.

LISTENING



Grade	5
Function	Expressing and responding to thanks
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A Track 26 for listening activity in Appendix B. Track 27 for pronunciation.
Aims	To practise expressing and responding to thanks.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to read the situations and match them with the pictures. 2. The teacher asks the students to listen to Track 26 and fill in the gaps with words they hear. 3. The teacher asks the students to match the questions with the answers. 4. The teacher asks the students to match the words with their definitions. 5. The teacher asks the students to choose 9 of their classmates. Thank them for the reasons on the Tree of thanks below as in the example.



Appendix A

Lead in

Read the situations and match them with the pictures.

1. The fan is blowing too much. It disturbs you. Your friend turns off it.
You: I am grateful.

A.



2. You have a birthday next Saturday. You want to organise a birthday party and your parents allow you to do it.
You: Thank you very much.

B.



3. You are cleaning the house. Your family helps you to clean up the house.
You: Thanks a million.

C.





Appendix B

Track 26

1. Listen to the texts and fill in the blanks.

Dialogue 1

Sam: What are you working on, David?

David: I am (1) a presentation about environmental issues.

Sam: Really? But it is for tomorrow. You are late. Can you do it alone ?

David: I am not sure, Sam.

Sam: I think I can help you. Please tell me what to do.

David: (2) for your help! I owe you a big time.

Sam: My pleasure!

Dialogue 2

Judy: What are you doing, Nancy?

Nancy: I am trying to (3) a problem with a costumer.

Judy: What is the problem?

Nancy: The package arrived is damaged and he blames us for it.

Judy: If you want I can call the delivery company to learn the details.

Nancy: Thanks a lot. I really (4) your help because I haven't enough time.

Judy: Don't mention it.

Dialogue 3

Philip: Why are you upset, Adam?

Adam: I have a problem with my best friend, James.

Philip: Is it something about your friendship?

Adam: Yes, it is. Can you help me to deal with it?

Philip: (5), I can. Don't worry. I can call him.

Adam: I don't know how to thank you. You're very helpful.

Philip: (6)

LISTENING



2. Match the questions with the answers.

1. What is Sam working on?	
2. Is Sam's presentation for the next week?	
3. What is the problem of Nancy?	
4. Who helps Nancy?	
5. Does Adam appreciate to Philip?	

A. Judy helps Nancy.

B. No, it isn't.

C. Yes, he is.

D. He is preparing a presentation.

E. She has a problem with a costumer.

3. Match the words with their definitions.

- | | |
|-------------------------|--|
| 1. envirionmental | a. to say that someone is responsible former. something bad. |
| 2. customer | b. relating to the envirionment. |
| 3. blame | c. a person who buys goods or a service. |
| 4. appreciate | d. the state of being friends. |
| 5. friendship | e. to be grateful for something. |

LISTENING



Track 27

Pronunciation

Listen and repeat.

Thank you.	Thank you very much.	Thanks a million.
Thanks.	Thanks a lot.	Thanks for all.

4. Choose 9 of your classmates. Thank them for the reasons on the Tree of thanks below as in the example.



- E.g.** Student A: Thank you for these nice clothes.
Student B: You are welcome!



Grade	5
Function	Expressing and responding to thanks
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 practise express and respond to thanks.
Procedures	<p>1. The teacher asks the students to circle the photos which express thanking as a lead in activity in Appendix A.</p> <p>2. The teacher asks the students to look at the thanks expressions above and group them as formal or informal as in the example.</p> <p>3. The teacher asks the students to work in pairs. Read the situations and thank in formal or informal way and their partner responds as in the example in Appendix B.</p>



Appendix A

Lead in

Circle the photos express the way of thanking.

1.



2.



3.



4.



5.



6.





Appendix B

USEFUL LANGUAGE

Expressing Thanks	Responding to Thanks
1. I appreciate your kindness.	1. You are welcome.
2. Thank you.	2. That's all right.
3. Thank you very much.	3. My pleasure.
4. Thanks.	4. No bother.
5. I don't know how to thank you.	5. It was an honour.
6. I am grateful.	6. Anytime.
7. Thanks a lot.	7. Sure.
8. No words can express my gratitude.	8. No problem.

1. Look at the thanks expressions above and group them as formal or informal as in the example.

Formal	Informal
1	

2. Work in pairs. Read the situations and thank in formal or informal way and your partner responds as in the example.

E.g. 1. Your boss allows you to leave work early today.
Student A: I appreciate your kindness.
Student B: You are welcome.

2. One of your friends orders you a glass of fruit juice.

3. Someone on the street helps you to carry your bags.

4. Your mum cooks a delicious meal for dinner.

5. Your neighbour opens the entrance door for you.

6. One of your classmates borrows his / her eraser to you.



Grade:	5
Function:	Greeting and meeting people
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 practise greeting and meeting people To identify a gist of the text
Procedures:	<ol style="list-style-type: none"> 1. The teacher asks the students to circle the expressions used for greeting and leave-taking in Appendix A. 2. The teacher asks the students to read the dialogues in Appendix B and match them with the photos. 3. The teacher asks the students to mark the statements as true or false. 4. The teacher asks the students to reorder the statements. 5. Finally, the teacher asks the students to act out the dialogues from exercise 1 and make their own dialogues with their pairs.



Appendix A

Lead in

Circle the expressions used for greeting and leave-taking.

- | | | |
|----------------------|-------------------|--------------------|
| 1. Hi ! / Hello! | 5. See you later! | 9. You're welcome! |
| 2. No problem. | 6. I'm sorry. | 10. Take care |
| 3. Nice to meet you! | 7. Please! | |
| 4. Bye / Goodbye! | 8. Thank you. | |

Appendix B

1. Read the dialogues and match them with the photos.

Dialogue A

Zoe: Hi ! Good morning Seda.
Angela: Good morning! What's up?
Zoe: I'm studying.
Angela: Oh ! How nice!

Dialogue B

Paul: Hey! How is it going?
Anna: Not bad. Where are you going?
Paul: I'm going to the meeting.
 I think I am late.
Anna: Ok then. Pleased to meet you again. See you later!
Paul: See you!

Dialogue C

Betty: Welcome madam! How can I help you?
Costumer: Can you show me a pair of sunglasses please?
Betty: Sure. Here it is.
Costumer: Thank you!

Dialogue D

Dr. Wilson: Hello! What is the matter with you?
Carolina: I have a terrible pain on my back.
Dr. Wilson: Let me check you.
 I think you have a muscle problem. You need a painkiller.
Carolina: Thank you.
Dr. Wilson: Take care of yourself.



1.



2.



3.



4.



2. Mark the statements as true (T) or false (F).

- | | |
|---------------------------------------|-------|
| 1. Zoe is studying. | T / F |
| 2. Paul is going to the meeting. | T / F |
| 3. Betty wants a rucksack. | T / F |
| 4. Carolina has a pain on her finger. | T / F |

3. Reorder the statements.

1. morning / up / Good / What's / ? / .

.....

2. meet / you / Pleased / to / .

.....

3. madam / how / Welcome / ! / I / help / can / you / ?

.....

4. care / of / Take / yourself / .

.....

4. Act out the dialogues from exercise 1. Then, work in pairs and make your own dialogue.



LISTENING



Grade	5
Function	Greeting and meeting people
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 28 for listening activities in Appendix B.
Aims	To understand expressions related to greeting and meeting people in an oral text.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to look at the photos and say goodbye in the given ways. 2. The teacher asks the students to listen to the Track 28 and fill in the gaps with the words they hear. 3. The teacher asks the students to circle the correct option. 4. The teacher asks the students to complete the statements with the correct words. 5. The teacher asks the students to work in pairs, take the given roles and act as in the example.



Appendix A

Lead in

Look at the photos and greet people in these ways.



1. Greet with a wave



2. Greet with a salute



3. Greet with a bow



4. Greet with high five



5. Greet with thumbs up



6. Greet with pinky shake



Appendix B

Track 28

1. Paul is having dinner at a restaurant with his father. He comes across with his Maths teacher. Listen and complete the dialogue.

Paul: Good (1), Mr. Jones.

Mr. Jones: Good evening, Paul. How are you?

Paul: I'm fine thanks, and you?

Mr. Jones: I'm well.

Paul: Mr. Jones, this is my father Michael and this is my maths teacher, daddy.

Michael: Nice to (2) you Mr. Jones.

Mr. Jones: Pleased to meet you, too. Paul is really (3) at maths.

Michael: Oh! How nice to hear it. I'm proud of my son.

Paul: Thank you daddy.

Mr. Jones: Well, enjoy your dinner. It was (4) to meet you.

Michael: Yes, it was nice talking to you. (5)

Mr. Jones: Goodbye.

2. Circle the correct option.

1. Paul is at a **cafe / restaurant** with his father.
2. Paul is having **lunch / dinner** with his father.
3. Paul comes across with his **Maths teacher / English teacher**.
4. Paul is **bad / good** at Maths.
5. Paul introduces his **father / mother** to his Maths teacher.

LISTENING



3. Complete the statements with the correct words.

meet

proud of

good at

pleased

goodbye

1. I'm going out mummy,
2. to meet you, Mrs. Wilson.
3. I'm my daughter as she is the winner of the competition.
4. It is very nice to you.
5. Amanda likes riding a bike, she is riding.

4. Work in pairs. Take the given roles and act as in the example.

Eg: a student – a neighbour – go to the gym

A: Hi, Sally. What's up?

B: Hello, Mrs. Clarins. I'm going to the gym.

A: Well, have a nice day.

B: Thanks. See you later.

1. a teacher – a student – go home
2. a seller – a customer – try shirt
3. a police officer – a driver – see driving licence
4. a clown – a kid – touch nose
5. a boss – a worker – leave earlier





Grade	5
Function	Greeting and meeting people
Skills	Speaking for fluency. Speaking for accuracy.
Duration	30 mins.
Materials Required	Lead in activity in Appendix A. Speaking activity in Appendix B.
Aims	To use basic utterances when greeting and meeting people.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to circle the correct expressions. 2. The teacher asks the students to look at the photos and act out the dialogues as in the example. 3. The teacher observes the students while they are talking.



Appendix A

Lead in

Circle the correct expressions.

FORMAL	INFORMAL
<p>1. on meeting:</p> <p>a) How do you do?</p> <p>b) What's up?</p>	<p>1. on meeting:</p> <p>a) Hi, how are you?</p> <p>b) How are you doing?</p>
<p>2. on leave-taking:</p> <p>a) I hope to see you again.</p> <p>b) See you.</p>	<p>2. on leave-taking:</p> <p>a) It was nice to meet you.</p> <p>b) Take care of yourself.</p>

Appendix B

USEFUL LANGUAGE

We can use these expressions for leave-taking.

FORMAL	INFORMAL
<p>Goodbye.</p> <p>It was nice to meet you.</p> <p>I hope to see you soon.</p>	<p>Bye.</p> <p>Talk to you later.</p> <p>Nice seeing you</p>



1. Read the statements and act out dialogues as in the example.



1. Your mother leave you to the school.

Eg: A: Bye my dear.
B: See you later.



2. You meet one of your friend.



3. You come in to the classroom in the morning.



4. You leave your friend at the end of the school day.



5. A costumer calls the costumer service.



6. You leave the pharmacy after shopping.



Grade	5
Function	Expressing obligation Telling the days and dates
Skills	Reading Reading integrated with speaking Reading for skimming and scanning
Duration	40 mins.
Materials Required	Lead in activity in Appendix A Reading text in Appendix B
Aims	To practise expressing obligation To practise telling the days and dates To identify a gist of the text
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to circle the dates of 5 specific days they know on the calender as a lead in activity in Appendix A. 2. The teacher asks the students to match the days with the paragraphs in Appendix B. 3. The teacher asks the students to complete the statements with the correct words. 4. The teacher asks the students to complete the missing information on the table. 5. The teacher asks the students to choose a specific day and talk about their duties on that day as in the example



Appendix A

Lead in

Circle the dates of 5 specific days you know on the calendar.



2020



January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



Appendix B

1. Match the days with the paragraphs.



On the 20th November
International Children's
Rights Day.



On the 3rd December
International Day of
People with Disabilities.



On the 10th December
International Animal
Rights Day.

..... **1.** We must be aware of Children's rights.

We must fight for their education right.

We must help poor children.

We must support the children to grow up in good health.

..... **2.** We must protect the animals.

We must inform the people about the animal rights.

We must prevent over hunting.

We must stop doing experiments on animals.

..... **3.** We must be aware of disabled peoples' problems.

We must have a certain empathy with them.

We must be kind and helpful.

We must stop talking about their disabilities.



2. Read the statements and look at the photos. Complete the blanks with the correct words from the box.

inform overhunting children's helpful experiment

1. We must be aware of rights.



2. We must the people about the animal rights.



3. We must prevent



4. We must stop doing on animals.



5. We must be kind and to the disabled people.





3. Complete the missing information on the table.

NAME OF THE DAY	DATE OF THE DAY	ONE OF OUR DUTIES
International Children's Rights Day.		We must help poor children.
	On the 3rd December	We must be aware of their problems.
International Animal Rights Day.	On the 10th December	

4. Choose a specific day and talk about your duties on that day as in the example.



Eg: We must care for our health.
 We must be aware of our health needs.
 We must keep fit.
 We must do sports.

LISTENING



Grade	5
Function	Expressing obligation Telling the days and dates
Skills	Listening Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A Track 29 for listening activity in Appendix B. Track 30 for pronunciation.
Aims	To practise expressing obligation To practise telling the days and dates
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to do the crossword puzzle as a lead in activity in Appendix A. 2. The teacher asks the students to listen to Track 29 and circle the correct words they hear in the dialogue in Appendix B. 3. The teacher asks the students to listen to Track 29 again and correct the mistakes in Appendix B. 4. The teacher asks the students to match the questions with the answers. 5. The teacher asks the students to listen and repeat the words in Track 30 for pronunciation. 6. The teacher asks the students to read the prompts and talk as in the example.



Appendix A

Lead in

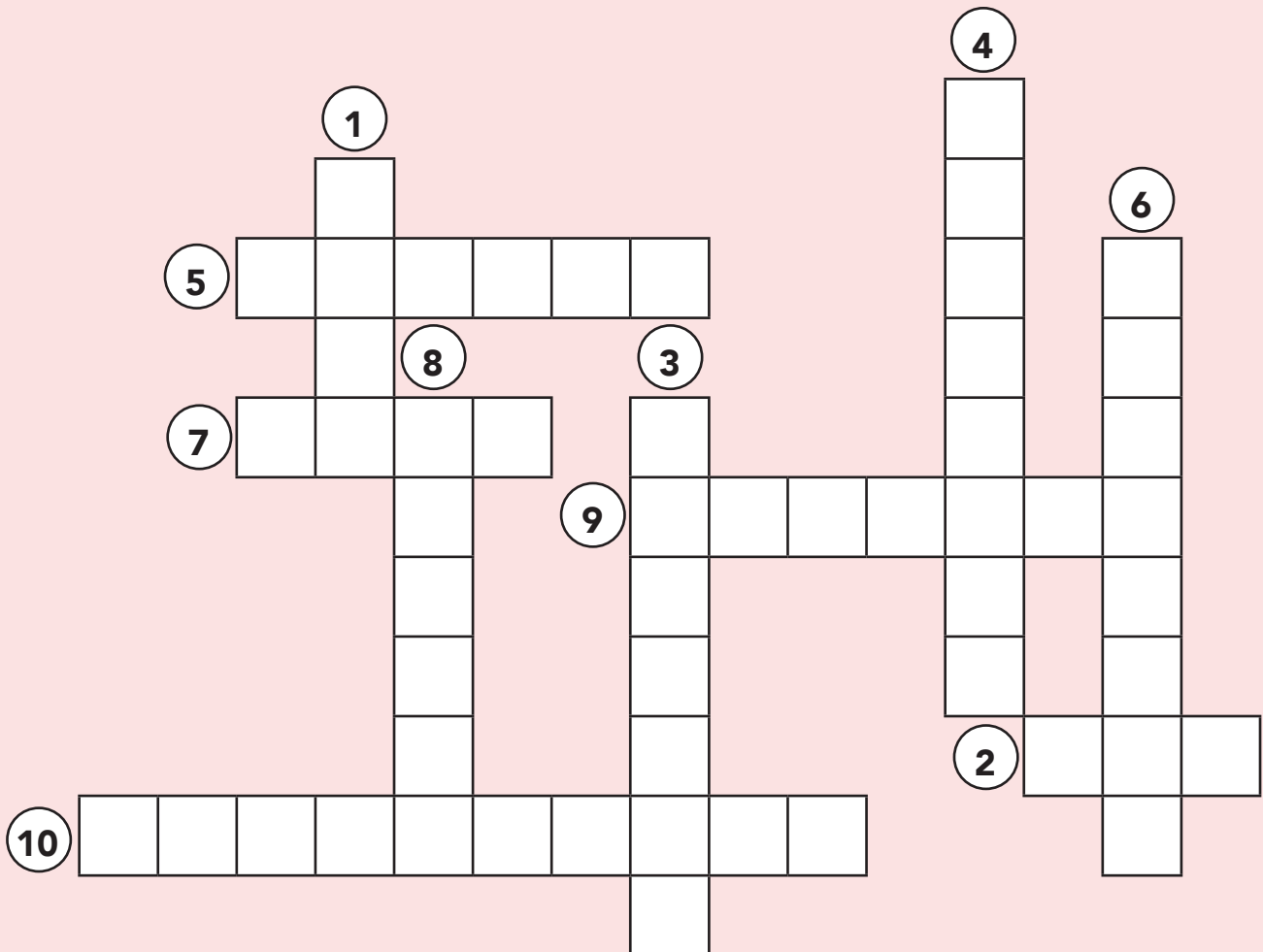
Do the crossword puzzle.

DOWN

1. It comes after May.
3. I get up at this time of the day
4. Winter begins in this month.
6. It comes before Friday.
8. Summer ends with this month.

ACROSS

2. Each one has 24 hours.
5. It is cool. It comes after summer.
7. It has 365 days.
9. It is the 10th month of the year.
10. It comes after 17th.



LISTENING



Appendix B

Track 29

1. Listen to the dialogue and circle the correct option.

Jason: Hi! Daniel. How are you?

Daniel: Hello, Jason! I'm (1) **fine / bad**. What about you?

Jason: I am OK, thank you. I am thinking about science homework.

Daniel: It is for (2) **Friday / Tuesday** and unfortunately tomorrow is Friday. I think you are late! You must finish it until midnight.

Jason: I am not late, Daniel. You know our teacher wants us to prepare it until Monday.

Daniel: No, Jason! You are (3) **wrong / right**. She wants us to finish it until Friday. You must hurry!

Jason: Really! I must do (4) **research / exercise** about the homework first.

Daniel: I think you must take notes about the deadlines of your duties. They are really important.

Jason: Yes, you are right. I must be (5) **quick / slow**! Thanks.

Daniel: Good luck!

2. Listen to dialogue again and correct the mistakes.

1. Jason is thinking about his English homework.

.....

2. It is Wednesday today and Jason is late for the homework.

.....

3. Jason must prepare a presentation first.

.....

4. Daniel must take notes.

.....

3. Match the questions with the answers.

1. What is Jason doing?

A. They must prepare it until Friday.

2. Is Jason late for the homework?

B. He must take notes.

3. When must they prepare the homework?

C. He is thinking about his science homework.

4. Who must hurry?

D. Jason must hurry.

5. What must Jason do?

E. Yes, he is.

1.

2.

3.

4.

5.

LISTENING



Track 30

Pronunciation

Listen and repeat.

Sunday	/ 'sʌn.deɪ /	Thursday	/ 'θɜːz.deɪ /
Monday	/ 'mʌn.deɪ /	Friday	/ 'fraɪ.deɪ /
Tuesday	/ 'tʃuːz.deɪ /	Saturday	/ 'sæt.ə.deɪ /
Wednesday	/ 'wenz.deɪ /		

4. Read the prompts and talk as in the example.

- order a birthday cake
- on Saturday

Eg: I must order a birthday cake on Saturday.



1.

- go to the swimming course
- on Friday

2.

- study for my history exam
- on Monday

3.

- do shopping
- on Tuesday

4.

- call my aunt
- on Wednesday

5.

- do research for my homework
- on Thursday

6.

- tidy my room
- on Sunday



Grade	5
Function	Expressing obligation Telling the days and dates
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 express obligation. To tell the days and dates.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to circle the days with red and the months with blue as a lead in activity in Appendix A. 2. The teacher asks the students to roll the dice and play the game in Appendix B. The teacher can divide the class into two groups. 3. The teacher asks the students to read the prompts and talk as in the example.



Appendix A


Lead in

Circle the days with red and the months with blue.

*September	*Thursday	*Friday	*January	
*February	*August	*Wednesday	*May	*Monday
*June	*Sunday	*July	*Saturday	*December
*Tuesday	*April	*October	*March	*November

Appendix B

Read the paragraph and underline the words related to day and date.







I must finish my homework until Friday.
I have an English exam on Monday and I
must study hard. Our teacher organises a
school trip in February and I must inform
my parents about it.

SPEAKING



1. Look at the chart and talk as in the example.

	Eg: David	Julia	Mary	Robert	Anna
 <p>Sunday</p>					✓
 <p>Monday</p>	✓				
 <p>Saturday</p>			✓		
 <p>Wednesday</p>				✓	
 <p>Thursday</p>		✓			

Eg: David has a meeting on Monday and he must prepare his documents.



2. Roll the dice and play the game.

START

FINISH

It is the second day of the week.

Which month comes after June?

Say the date "the 5th of November".

It has 12 months.

It has 24 hours.

Go one step back!

Go two steps ahead!

What comes after the 1st of January?

It is a day and it starts with "F".

It has 7 days.



Idiom Time

Idiom: Your ears must be burning.

Definition: To talk about someone who appears at the time conversation.

E.g: Hi, Susan! We have just been talking about you. Your ears must be burning!

Find an idiom that has the same meaning in your mother tongue.



Project Time

Follow the steps.

- Ask this question to your family members : " What are your responsibilities at home?"
- Make a list of their answers.
- Find related photos or pictures.
- Prepare a poster.



ANSWER KEY

READING

PAGE 2

LEAD IN

Yes, I like birthday parties. / Yes , I do. – I like birthday parties because It is enjoyable. I meet my friends and we enjoy together.

No, I don't like birthday parties. / No, I don't.

-----0-----

I need candles, party hats , a birthday cake , balloons and so on...

-----0-----

1. birthday cake
2. balloon
3. candle
4. beverage
5. party hat
6. gift

PAGE 3

EXERCISE 1

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

PAGE 4

EXERCISE 2

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

ANSWER KEY

EXERCISE 3

POSITIVE ANSWERS

Sure. That 's a good idea.

Of course.

Yes,that may be enjoyable

For sure.

NEGATIVE ANSWERS

Oh,I'm sorry but that's not possible.

I'm afraid,I can't.

EXERCISE 4

1. Can I borrow your pencil ?

2. Can I use your laptop?

3. Can I buy an ice-cream?

4. May I go to the toilet?

LISTENING

PAGE 6

LEAD IN

Can I open the window?	✓
What about going to the cinema?	
Let's sing!	
May I come in?	✓
Do you mind if I turn up the music?	✓
Why don't we draw picture?	
Is it OK if I order a birthday cake?	
Could I use your mobile phone?	✓
How about cooking?	✓

ANSWER KEY

PAGE 7

EXERCISE 1

1. Could you turn
2. thanks
3. Do you mind if
4. Sure
5. May
6. Is it OK if

PAGE 8

EXERCISE 2

- | | |
|-------------------|-------------------|
| 1. Conversation 2 | 2. Conversation 4 |
| 3. Conversation 3 | 4. Conversation 1 |

EXERCISE 3

1. Because she is trying to work.
2. He is going to take his cat to see the vet.
3. Yes, he does.
4. Ethan needs a mobile phone.
5. She can't see because of the sun.

SPEAKING

PAGE 11

LEAD IN

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

EXERCISE 1

- | | | |
|------|------|------|
| 1. b | 2. c | 3. a |
|------|------|------|

READING

PAGE 13

LEAD IN

1. I'm grateful.
2. Thank you very much.
3. I don't know how to thank you.
4. Thanks a lot.
5. That's very kind of you.

ANSWER KEY

EXERCISE 1

1. a 2. b 3. a 4. b 5. b

PAGE 14

EXERCISE 2

1. messy
2. appreciate
3. anytime
4. kindness
5. angel

EXERCISE 3

1. T 2. R 3. T 4. R 5. T

LISTENING

PAGE 16

LEAD IN

1. b 2. a 3. c

PAGE 17

EXERCISE 1

1. preparing
2. Thank you
3. solve
4. appreciate
5. Of course
6. Anytime

PAGE 18

EXERCISE 2

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

EXERCISE 3

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

ANSWER KEY

SPEAKING

PAGE 21

LEAD IN

1 / 3 / 5

PAGE 22

EXERCISE 1

Formal	Informal
1	2
5	3
6	4
8	7

READING

PAGE 24

LEAD IN

1 / 3 / 4 / 5 / 10

EXERCISE 1

Dialogue A : 2

Dialogue B : 3

Dialogue C : 4

Dialogue D : 1

PAGE 25

EXERCISE 2

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

EXERCISE 3

1. Good morning. What's up ?
2. Pleased to meet you.
3. Welcome madam! How can I help you?
4. Take care of yourself.

ANSWER KEY

LISTENING

PAGE 28

EXERCISE 1

1. evening.
2. meet.
3. good.
4. nice.
5. Goodbye.

EXERCISE 2

1. restaurant
2. dinner
3. Maths teacher
4. good
5. father

PAGE 29

EXERCISE 3

1. good bye
2. Pleased
3. proud of
4. meet
5. good at

EXERCISE 4

1. A: Hi, David! Where are you going?
B: Hello! Mrs Berkeley. I am going home.
A: OK! Have a nice day.
B: Thank you. See you.
2. A: Welcome! How can I help you?
B: Hi! Can I try this shirt on?
A: Of course! Here it is.
B: Thank you!
A: You are welcome!

ANSWER KEY

3. A: Good morning! Can I see your driving licence, please?

B: Good morning! Of course! Here it is!

A: Thank you! Have a nice day!

B: Have a nice day!

4. A: Hello! Can I touch your nose?

B: Hi! Of course you can.

A: Thank you very much!

B: You're welcome!

5. A: Hello, Mr Yalçın!

B: Hello, Mr Kayalar! How can I help you?

A: Can I leave earlier today? I have to go to the dentist?

A: Yes you can. See you tomorrow!

B: Thank you. See you!

SPEAKING

PAGE 31

LEAD IN

Formal	Informal
1. on meeting: a)	1. on meeting: b)
2. on leave-taking: a)	2. on leave-taking: b)

READING

PAGE 34

LEAD IN

E.g. 23rd April

19th May

29th October

30th August

24th November and so on...

ANSWER KEY

PAGE 35

EXERCISE 1

1. a 2. c 3. b

PAGE 36

EXERCISE 2

1. children
2. inform
3. overhunting
4. experiments
5. helpful

PAGE 37

EXERCISE 3

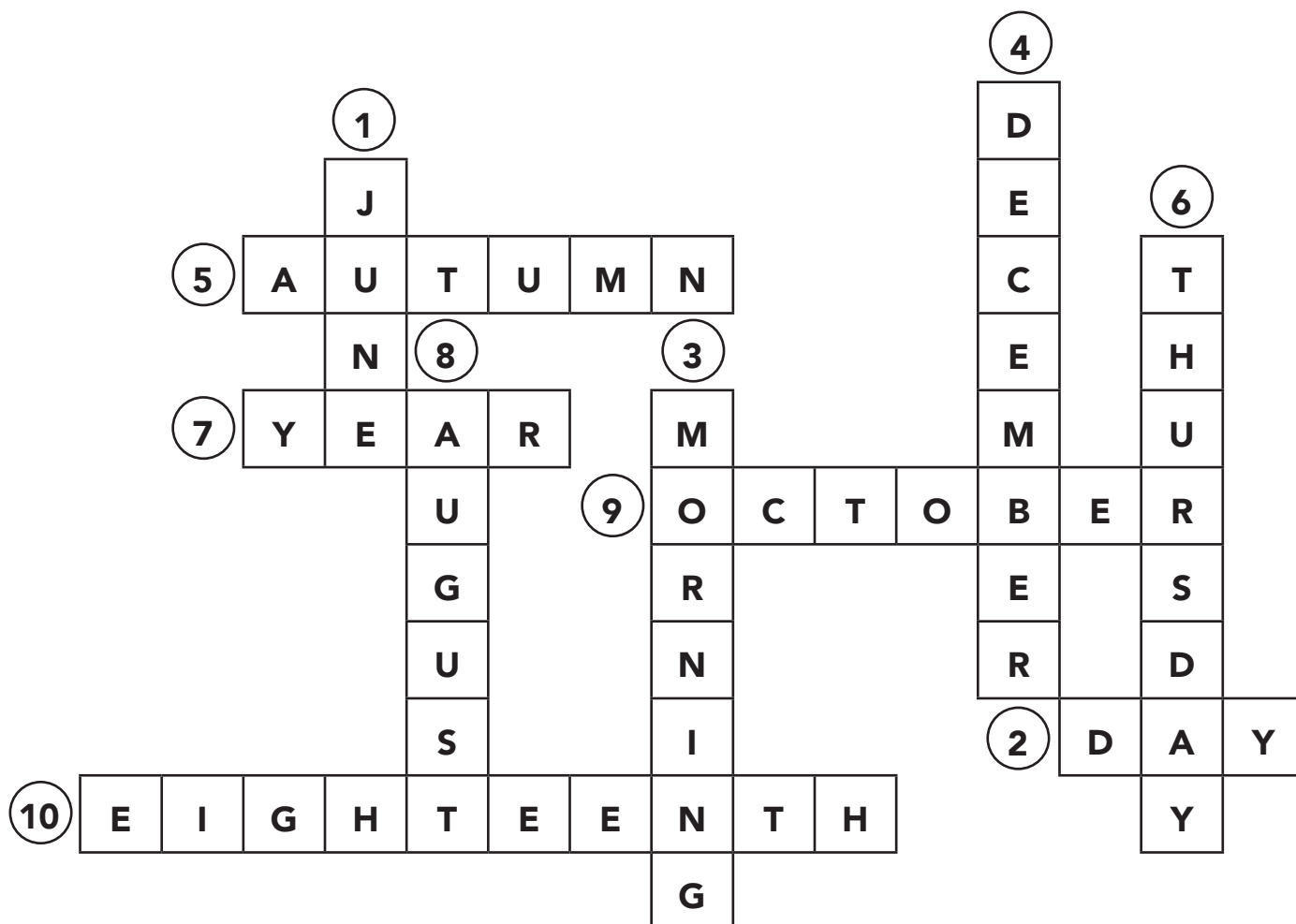
NAME OF THE DAY	DATE OF THE DAY	ONE OF OUR DUTIES
International Children's Rights Day.	On the 20th November	We must help poor children.
International Day of People with Disabilities.	On the 3rd December	We must be aware of their problems.
International Animal Rights Day.	On the 10th December	We must prevent over hunting.

ANSWER KEY

LISTENING

PAGE 39

LEAD IN



PAGE 40

EXERCISE 1

1. fine
2. Friday
3. wrong
4. research
5. quick

ANSWER KEY

EXERCISE 2

1. Jason is thinking about his science homework.
2. It is Thursday today and Jason is late for the homework.
3. Jason must do research about the homework first.
4. Jason must take notes.

EXERCISE 3

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

PAGE 41

EXERCISE 4

1. I must go to the swimming course on Friday.
2. I must study for my history exam on Monday.
3. I must do shopping on Tuesday.
4. I must call my aunt on Wednesday.
5. I must do research for my homework on Thursday.
6. I must tidy my room on Sunday.

SPEAKING

PAGE 43

LEAD IN

*September

*Thursday

*Friday

*January

*February

*August

*Wednesday

*May

*Monday

*June

*Sunday

*July

*Saturday

*December

*Tuesday

*April

*October

*March

*November

ANSWER KEY

PAGE 44

EXERCISE 1

- E.g 1. David has a meeting on Monday and he must prepare his documents.
2. Julia has an exam on Thursday and she must study hard.
3. Mary has a birthday on Saturday and I must buy a present for her.
4. Robert has a presentation on Wednesday and he must prepare it.
5. Anna has some guests on Sunday and she must cook meals.

PAGE 45

EXERCISE 2

- It is the second day of the week : Monday.
- Say the date "the 5th of November".
- It has 24 hours: a day.
- It is a day and it starts with "F": Friday.
- It has 7 days: a week.
- What comes after the 1st of January? : 2nd of January.
- It has 12 months : a year.
- Which month comes after June? : July.

PAGE 46

IDIOM TIME

Kulak çınlaması.

E.g. Dün kulaklarını çınlattık.

ANSWER KEY

TRACK 24

1. Listen to the conversations below and fill in the gaps with the words and phrases from the lists.

Conversation 1

Paul: Hi!

Jenny: Hello, could you turn the music down, please? I'm trying to work.

Paul: Oh, sorry. Is that better?

Jenny: Yes, thanks. Perhaps I can work now.

Conversation 2

Oliver: I'm sorry. Do you mind if I leave early today? I'm going to take my cat to see the vet.

Charlie: You're going to take your cat to the vet? What's the matter with her then?

Oliver: I don't know. That's why I'm going to take him to the vet's.

Charlie: Oh, I see. Sure, go ahead.

Conversation 3

Ethan: Robert, do you have your mobile phone with you?

Robert: Yes, I do.

Ethan: May I borrow it, please? I need to make a quick call to my mother.

Robert: OK, Here you are.

Conversation 4

Adele: Is it OK if I change seats?

Kim: Yes, all right. What is the problem?

Adele: I can't see because of the sun.

Kim: OK, then. Why don't you sit there, next to Andrea.

TRACK 25

Pronunciation

Listen and repeat.

Can I open the window?	I'm sorry you can't. I'm cold.
May I come in?	Yes of course.

TRACK 26

1. Listen to the texts and fill in the blanks.

Dialogue 1

Sam: What are you working on, David?

David: I am preparing a presentation about environmental issues.

Sam: Really? But it is for tomorrow. You are late. Can you do it alone?

David: I am not sure, Sam.

ANSWER KEY

Sam: I think I can help you. Please tell me what to do.

David: Thank you for your help! I owe you a big time.

Sam: My pleasure!

Dialogue 2

Judy: What are you doing, Nancy?

Nancy: I am trying to solve a problem with a costumer.

Judy: What is the problem?

Nancy: The package arrived is damaged and he blames us for it.

Judy: If you want I can call the delivery company to learn the details.

Nancy: Thanks a lot. I really appreciate your help because I haven't enough time.

Judy: Don't mention it.

Dialogue 3

Philip: Why are you upset ,Adam?

Adam: I have a problem with my best friend ,James.

Philip: Is it something about your friendship?

Adam: Yes,it is. Can you help me to deal with it?

Philip: Of course ,I can. Don't worry. I can call him.

Adam: I don't know how to thank you. You're very helpful.

Philip: Anytime.

TRACK 27

Pronunciation

Listen and repeat.

Thank you	Thank you very much	Thanks
Thanks a lot	Thanks a million	Thanks for all

TRACK 28

Paul is having dinner at a restaurant with his father. He comes across with his Maths teacher. Listen and complete the dialogue.

1. Paul is having dinner at a restaurant with his father. He comes across with his Maths teacher. Listen to Track 28 and complete the conversation.

Paul: Good evening,Mr.Jones.

Mr. Jones: Good evening,Paul. How are you?

Paul: I'm fine thanks,and you?

Mr. Jones: I'm well.

ANSWER KEY

Paul: Mr.Jones, this is my father Michael and this is my maths teacher, daddy.

Michael: Nice to meet you Mr.Jones.

Mr. Jones: Pleased to meet you,too.Paul is really good at maths.

Michael: Oh! How nice to hear it. I'm proud of my son.

Paul: Thank you daddy.

Mr. Jones: Well,enjoy your dinner. It was nice to meet you.

Michael: Yes,it was nice talking to you. Goodbye.

Mr. Jones: Goodbye

TRACK 29

1. Listen to the dialogue and circle the correct option.

Jason: Hi! Daniel. How are you?

Daniel: Hello, Jason! I'm fine. What about you?

Jason: I am OK, thank you. I am thinking about science homework.

Daniel: It is for Friday and unfortunately tomorrow is Friday. I think you are late! You must finish it until midnight.

Jason: I am not late, Daniel. You know our teacher wants us to prepare it until Monday.

Daniel: No, Jason! You are wrong. She wants us to finish it until Friday. You must hurry!

Jason: Really! I must do research about the homework first.

Daniel: I think you must take notes about the deadlines of your duties. They are really important.

Jason: Yes, you are right. I must be quick! Thanks.

Daniel: Good luck!

TRACK 30

Pronunciation

Listen and repeat.

Sunday	/ ' sʌn .deɪ /	Thursday	/ ' θɜ : z .deɪ /
Monday	/ ' mʌn .deɪ /	Friday	/ ' fraɪ .deɪ /
Tuesday	/ ' tʃu : z .deɪ /	Saturday	/ ' sæt .ə .deɪ /
Wednesday	/ ' wenz .deɪ /		

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122010453 (29 Aralık 2019-09:12)

121505567 (29 Aralık 2019-09:14)

100663575 (29 Aralık 2019-09:15)

164914586 (29 Aralık 2019-09:18)

87165885 (29 Aralık 2019-09:20)

Sayfa 37

119993453 (29 Aralık 2019-09:21)

Sayfa 41

115713064 (29 Aralık 2019-09:23)

Sayfa 43

60926381 (29 Aralık 2019-09:27)

Sayfa 44

49122910 (29 Aralık 2019-09:35)

153270313 (29 Aralık 2019-09:38)

36085529 (29 Aralık 2019-09:41)

132559660 (29 Aralık 2019-09:44)

53147086 (29 Aralık 2019-09:45)

Sayfa 45

20760253 (29 Aralık 2019-09:48)

Sayfa 46

69913036 (29 Aralık 2019-09:51)

136011991 (29 Aralık 2019-09:55)

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