

ENGLISH 6

UNIT 1



Describing what people do regularly (Making simple inquiries)
Telling the time and dates



EDİTÖRLER

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Grade	6
Function	Describing what people do regularly (Making simple inquiries).
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning. Free speaking.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A . Reading activities in Appendix B.
Aims	To focus on what people do regularly. To practise making simple inquiries. To identify a gist of the text.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to label the photos as a lead in activity in Appendix A. 2. The teacher asks the students to read the text in Appendix B and do the matching activity. 3. The teacher asks the students to give answer to the questions as true or false. 4. The teacher asks the students to write short statements about their own school staff. 5. The teacher asks the students to match the questions with the answers. Finally, the teacher asks the students to make peer correction.



Appendix A

Lead in

Look at the photos and read the questions. Label the photos by using the icons for each question as an answer.

What do you do at school? ☆

What do you do after school? ♥



Appendix B

1. You read the journal of your school. There is a page which shows the responsibilities of the school staff. Whose responsibilities are they? Read and match.

Maths teacher / School Principal / Science Teacher / History Teacher
English Teacher / School Secretary / School Coach / School Cleaner
Drama Teacher / Music Teacher

1. I train the basketball team of our school.
2. I come to school earlier than everybody. I take care of the cleaning stuff.
.....
3. I have a rehearsal with the drama club.
4. I usually make an experiment with students at the lab.
5. I don't give a lecture but I send e-mails, answer phones and arrange meetings.
.....
6. I lead the school choir and play the violin.
7. I control the order of the school.
8. I teach a foreign language and different cultures in an enjoyable way.
.....
9. I teach past events.
10. I like numbers and solving problems.



2. Read the text again and mark the statements as true (T) or false (F).

1. The English teacher plays an instrument. _____
2. The school coach trains the volleyball team. _____
3. The school cleaner comes to school earlier than everybody. _____
4. The history teacher likes numbers and solving problems. _____
5. The school principal controls the order of the school. _____

3. Write three of your own school staff and their responsibilities.

TITLE	RESPONSIBILITY
E.g. Drama teacher	have a rehearsal with the drama club
1.	
2.	
3.	

4. Look at the chart above. Make conversation as in the example.

E.g. A: What does your drama teacher do at school?

B: She has a rehearsal with the drama club.



LISTENING



Grade	6
Function	Describing what people do regularly (Making simple inquiries).
Skills	Listening. Listening for specific information. Free speaking. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead-in activity in Appendix A. Listening activities in Appendix B. Track 1 for listening activities in Appendix B.
Aims	To review what people do regularly. To practise making simple inquiries. To focus on pronunciation.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to draw the activities they do in the boxes and write them under the photos. 2. The teacher asks the students to listen to Track 1 and write the name for each occupation. 3. The teacher asks the students to listen to Track 1 again and circle the correct option. 4. The teacher asks the students to answer the questions. 5. The teacher asks the students to find the occupations and complete the puzzle. 6. The teacher asks the students to ask and answer with their partner as in the sample dialogue. The teacher observes the class while they are speaking.

LISTENING



Appendix A

Lead in

- *What do you do after school?
- *Do you meet your friends at weekends?
- *What do you do on Sunday evenings?

Look at the photos and make statements as in the example.



E.g: I take the dog for a walk.



1
.....



2
.....



3
.....

Appendix B

Track 1

1. You are at a conference. It gives information about daily routines of different occupations. Listen and write the name for each occupation.

1. : taxi-driver
2. : dentist
3. : chef
4. : pilot
5. : nurse

2. Listen to Track 1 again and circle the correct option.

1. Tim **drives** / **takes** his car carefully.
2. Susan **helps** / **works** in a hospital.
3. Timoty **prepares** / **cooks** meals for his customers.
4. Brian **drives** / **flies** airplanes everyday to faraway places.
5. Diana **tells** / **helps** the doctor with many things.

LISTENING



3. Answer the questions.

1. Who wears his seat belt?

.....

2. Where does Susan work?

.....

3. What does Timothy do in the restaurant?

.....

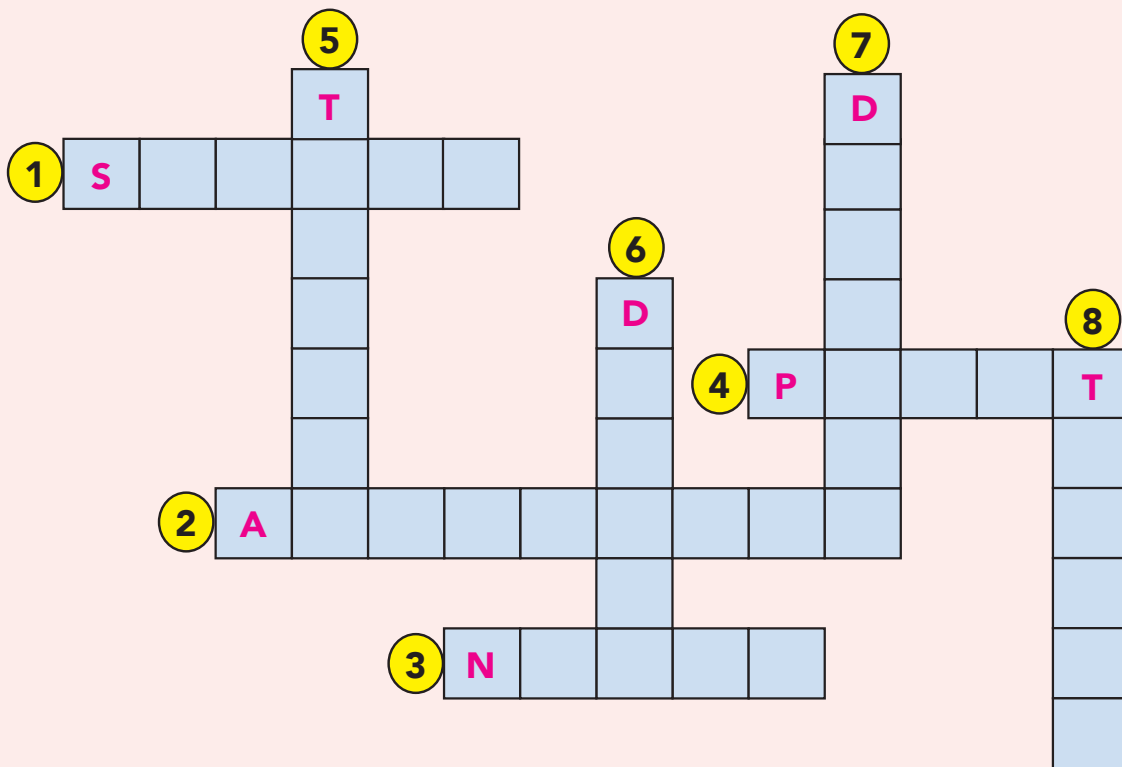
4. What is Brian's job?

.....

5. Is Diana a doctor?

.....

4. Find the occupations and complete the puzzle.



ACROSS

- Jenny uses microphone and dances on the stage.
- Simon designs new buildings.
- Lisa takes care for injured people.
- Joseph flies an aircraft.

DOWN

- Jack works in a school.
- Mr. Smith treats his patients.
- Samantha checks the teeth of her patients.
- Mary repairs clothes.



Tongue Twister

She sells seashells by the seashore.

First practise the given tongue twister above. Then, read it to your classmates as fast as possible. Write down two other tongue twisters below.

1.
2.

5. Work in pairs. Ask and answer with your deskmate as in the example.

father / mother / sister / brother / uncle / aunt

E.g. A: What does your **father** do?

B: He is a postman.

A: What is his daily routine?

B: He works in a post office. He delivers the letters during the day.





Grade	6
Function	Describing what people do regularly (Making simple inquiries).
Skills	Speaking for fluency. Speaking to focus on the structure.
Duration	30 mins.
Materials Required	Lead-in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review what people do regularly. To make simple inquiries.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the lead in questions and complete the diagram in Appendix A. 2. The teacher asks the students to share their answers with the whole class. 3. The teacher leads the students to talk about the people on the family tree. 4. The teacher makes observation while the students are speaking.



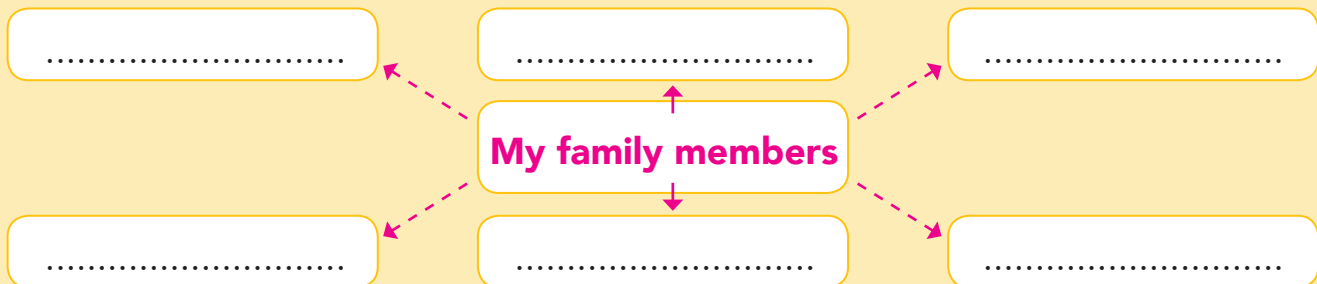
Appendix A

Lead in

"How many members do you have in your family?"

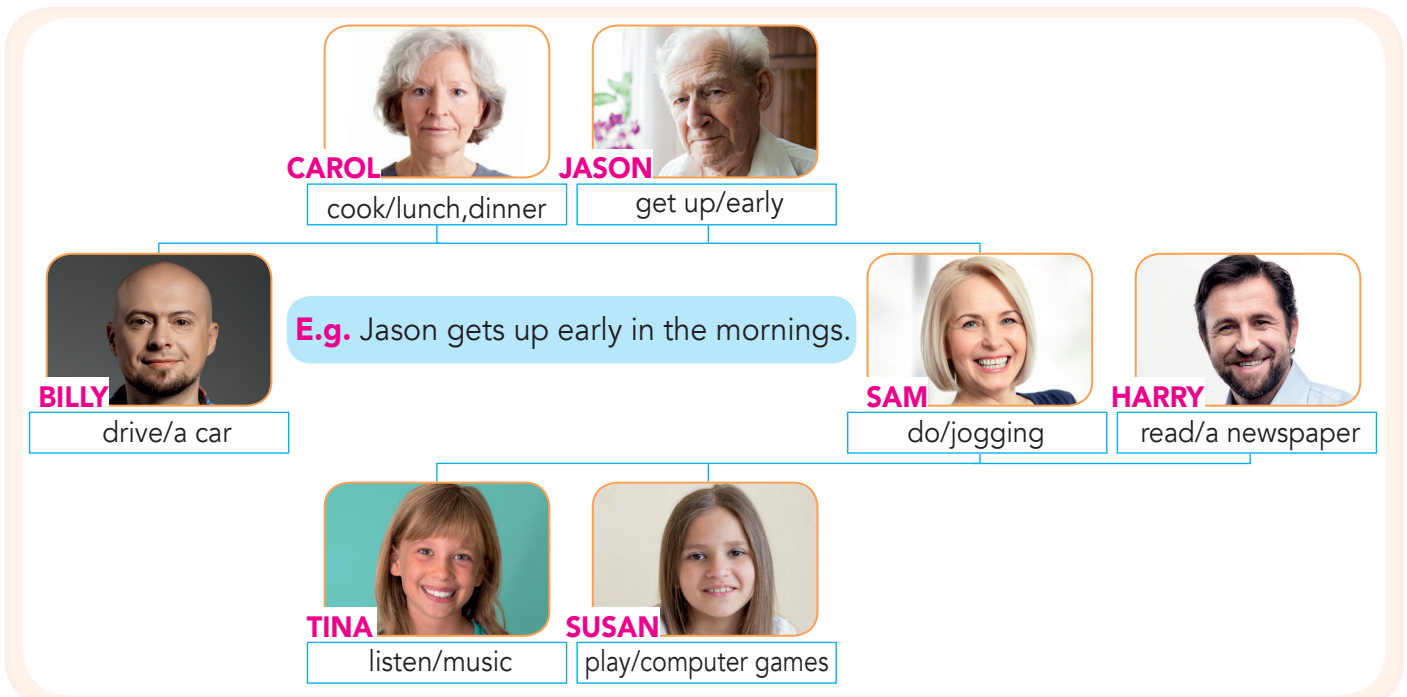
"Does someone live in your house except your family members?"

Complete the diagram with your family members.



Appendix B

1. Imagine that this is your family tree. Talk about the daily routines of your family members by using the given key words as in the example.



Useful Language

We use these time expressions to express our routines.

in the morning(s), afternoon(s), evening(s)

every day, week, month, year, night

these days



Grade	6
Function	Telling the time and dates.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning. Free speaking.
Duration	40 mins
Materials Required	Lead in activity in Appendix A. Reading text in Appendix B. Reading activities in Appendix B.
Aims	To review telling the time and dates.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the lead in questions then match the statements with the pictures. 2. The teacher asks the students to read through the article and find a title for it. 3. Then, the teacher asks the students to read the article and answer the questions. 4. The teacher asks the students to complete the statements with the correct words in the boxes. 5. The teacher asks the students to choose a character, look at the chart and talk about his/her daily routine. The teacher observes the students while they are talking.



Appendix A

Lead in

Answer the questions.

- What is Siesta?
- Which countries have Siesta?

Match the letters of the statements with the pictures.

Take a Siesta in Spain



1.



3.



2.



4.

a) Avoid the midday heat.

c) Have a healthy afternoon nap.

b) Enjoy a long lunch.

d) Siesta times 2:00 p.m. - 5:00 p.m.



Appendix B

1. Your English teacher gives you a homework related to different cultures. When you are searching on the Net, you see an article about Siesta in Spain. Read through the article and write a title.

.....

The Siesta is very important in Spain. It's a post lunch nap in the afternoon which lasts almost 2-3 hours. Shops are closed from 2 p.m. until 5 p.m. but the restaurants are closed from about 4 p.m until 8 p.m. Spain is a hot country. Workers work outside so it is quite difficult to work with the high temperature. Also, Spanish people like doing shopping. The government make a law to limit the shopping hours to 72 hours per week and 8 Sundays a year. Spanish people like to have long lunch. At home, a mother cooks a huge lunch for the whole family and this lunch lasts up to two hours. They love their traditional lunch time break because they think that it helps them to feel refreshed.

2. Read the article above and answer the questions.

1. What is the Siesta?
2. How many hours does it last?
3. Do Spanish people like shopping?
4. When are the restaurants closed?
5. Why do Spanish people love the Siesta?.....



3. Complete the sentences by using the correct words in the boxes.

important

closed

country

Sundays

have

1. The shops are from 2 p.m. until 5 p.m.
2. The Siesta is a very tradition in Spain.
3. Spain is a quite hot
4. The Spanish government limits the shopping hours to 8 a year.
5. Spanish people like to a long lunch.

4. Choose a character. Look at the chart and talk about his/her daily routines.



MANDY

Job: shop assistant

Morning:

- get up-6:00
- have breakfast
- tidy her room
- leave home-7:30

Afternoon:

- finish work-5:00
- have dinner at a restaurant

Evening:

- arrive home-8:00
- have a shower
- watch TV
- go to bed-11:00



PAUL

Job: student

Morning:

- get up-7:00
- put on his clothes
- have breakfast
- go to school

Afternoon:

- have lunch at the canteen
- meet his friends

Evening:

- cook his dinner
- study
- read book
- go to sleep-11:00

LISTENING



Grade	6
Function	Telling the time and dates.
Skills	Listening. Listening for specific information. Free speaking. Listening integrated with reading .
Duration	30 mins.
Materials Required	Lead-in activity in Appendix A. Track 2 for listening activities in Appendix B. Track 3 for pronunciation.
Aims	To practise telling the time and dates.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the lead in question and write the dates under the photos in Appendix A. 2. The teacher asks the students to listen to the text and complete the missing information on the chart. 3. The teacher asks the students to work in pairs and make conversation by using the info on the table. 4. Then, the teacher asks the students to match the words with their definitions. 5. The teacher asks the students to listen and repeat the words in Track 3 for pronunciation. 6. First, the teacher asks the students to work in pairs and write the birthdays of their family members. Then, leads them to ask and answer questions as in the example. The teacher observes the students while they are speaking.

LISTENING



Appendix A

Lead in

Answer the question.

-Which National Days are celebrated in your country?

Look at the photos below and write the dates of these National Days.



Youth and Sports Day



Children's Day



Republic Day

Appendix B

Track 2

1. Paul Cloud is a traveller. He travels and gathers information about different cultures. He gives information about the national holidays around the world. Listen to the text and fill in the chart below.

COUNTRY	DATE	HOLIDAY
Bulgaria		Liberation Day
	23rd December, 1933	Birthday of Emperor Akihido
Netherlands	30th April, 1909	
Spain		National Day
	29th October, 1923	Republic Day

LISTENING



2. Work in pairs. Ask and answer questions as in the example.

E.g: **A:** When do Bulgarian people celebrate Liberation Day?

B: They celebrate it on the 3rd of March.

3. Match the words with their definitions.

1. celebrate

2. travel

3. liberation

4. national

5. queen

a) to make a journey usually over a long distance

b) relating to a whole country and its people

c) an occasion when someone is made free

d) a woman who rules a country

e) to take part in special enjoyable activities

1. 2. 3. 4. 5.

Track 3

Pronunciation

Listen and repeat.

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth

4. Work in pairs. First, write the birthdays of your family members. Then, ask and answer questions as in the example.

E.g:

- When is your mother's birthday?
- It is on the 20th of September.





Grade	6
Function	Telling the time and dates.
Skills	Speaking for fluency. Speaking to focus on the structure.
Duration	40 mins.
Materials Required	Lead-in activity in Appendix A. Speaking activity in Appendix B.
Aims	To focus on telling the time and dates.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the time on analog clocks and the digital clocks in Appendix A. 2. The teacher asks the students to work in pairs and write their own answers on the table in Appendix B. 3. Then, the teacher leads the students to ask and answer those questions with their peers and make conversations. 4. The teacher observes the students while they are making conversations.



Appendix A

Lead in

Match the letters of the analog clocks with the digital clocks.



a



b



c



d

11:45=

03:00=

10:15=

02:30=

Appendix B

1. Work in pairs. Look at the questions on the table. First, write your own answers on the first column. Then, ask your deskmate to fill the second column by his/her answers.

	YOU	YOUR FRIEND
What is your name?		
When is your birthday?		
What time do you get up?		
What is your favourite time of the day?		
Which day of the week do you hate most?		
What time do you have dinner?		
Which day of the week do you like most?		

Useful Language

We use "It's..... past /to....."	We use "It's+hour+minutes"
08:55 It's five to nine.	It's eight fifty-five.
07:03 It's three past seven.	It's seven three.
02:49 It's eleven to three.	It's two forty-nine.
01:18 It's eighteen past one.	It's one eighteen.



Idiom Time

Hot under the collar=get angry

E.g. "We disagree with each other from time to time, and we both get a little hot under the collar."

Look at the sample statement above.

How do the couple feel?

a) happy **b)** angry **c)** sad



Project Time

Think about the job you want to do in the future. First, search about the daily routine of someone who does that job. Then, prepare a poster to give information about his/her daily routine. Also, point out the time of each activity.

Blank area for the project poster.

ANSWER KEY

6.1 ANSWER KEY

UNIT 1

PAGE 2

LEAD-IN

1. 
2. 
3. 
4. 
5. 
6. 

EXERCISE 1

1. School coach
2. School cleaner
3. Drama teacher
4. Science teacher
5. School secretary
6. Music teacher
7. School principal
8. English teacher
9. History teacher
10. Maths teacher

PAGE 3

EXERCISE 2

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

ANSWER KEY

LISTENING

PAGE 5

LEAD IN

- I have a rest. I do my homework. I listen to music. I watch TV. I play chess with my dad.
- Yes, I meet my friends at weekends / No, I don't meet my friends at weekends.
- I do my homework. I have a bath. I prepare my school bag.

1. I play basketball
2. I go to the cinema.
3. I visit my grandmom with my sisters.

EXERCISE 1

1. Tim
2. Susan
3. Timothy
4. Brian
5. Diana

EXERCISE 2

1. Drives
2. Works
3. Prepares
4. Flies
5. Helps

PAGE 6

EXERCISE 3

1. Tim wears his seat belt.
2. Susan works in a hospital.
3. Timoty prepares meals in a restaurant.
4. Brian is a pilot.
5. No, she isn't.

EXERCISE 4

Across

1. Singer
2. Architect
3. Nurse
4. Pilot

Down

5. Teacher
6. Doctor
7. Dentist
8. Tailor

ANSWER KEY

PAGE 7

TONGUE TWISTERS

- E.G. 1. Near an ear, a nearer ear, a nearly eerie ear.
2. A big black bear sat on a big black rug.

SPEAKING

PAGE 9

LEAD IN

- *I have..... members in my family.
- *No, nobody lives in my house except my family members.
- Yes, my grandparents live with us.
- My family members: mother, father, brother, sister...etc.

EXERCISE 1

- CAROL: Carol cooks lunch/dinner.
JASON: Jason gets up early.
BILLY: Billy drives a car.
SAM: Sam does jogging.
HARRY: Harry reads a newspaper.
TINA: Tina listens to music.
SUSAN: Susan plays computer games.

READING

PAGE 11

LEAD IN

- Siesta is a short nap taken in the afternoon, often after lunch in some countries where the weather is warm.
- Spain, Portugal, Costa Rica, Mexico, Nigeria, Ecuador and The Philippines have Siesta.

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

PAGE 12

EXERCISE 1

- E.g. Siesta/Siesta in Spain/Do you know Siesta?...

ANSWER KEY

EXERCISE 2

1. Siesta is a post lunch nap in the afternoon.
2. It lasts 2-3 hours.
3. Yes, they like shopping.
4. The restaurants are closed from 4pm until 8pm.
5. Because they think that it helps them to feel refreshed.

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EXERCISE 3

1. closed
2. important
3. country
4. Sundays
5. have

EXERCISE 4

E.g. Mandy is a shop assistant. In the morning, she gets up at 6:00. She has breakfast. She tidies her room. She leaves home at 7:30. In the afternoon, she finishes work at 5:00. She has dinner at a restaurant. In the evening, she arrives home at 8:00. She has a shower. She watches TV. She goes to bed at 11:00.

PAGE 15

LEAD IN

*Republic Day, Youth and Sports Day, Children's Day, Victory Day are celebrated in our country.

1. 19th of May
2. 23rd of April
3. 29th of October

EXERCISE 1

COUNTRY	DATE	HOLIDAY
Bulgaria	3rd March, 1878	Liberation Day
Japan	23rd December, 1933	Birthday of Emperor Akihito
Netherlands	30th April, 1909	Queens Day
Spain	12th October, 1492	National Day
Turkey	29th October, 1923	Republic Day

ANSWER KEY

PAGE 16

EXERCISE 3

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

SPEAKING

PAGE 18

LEAD IN

11:45=c 3:00=a 10:15=d 2:30=b

PAGE 19

IDIOM TIME

Correct answer: b

TRACK 1

1. You are at a conference. It gives information about daily routines of different occupations. Listen and write the name for each occupation.

- * Tim is a taxi-driver. He drives his car carefully and wears his seat belt.
- * Susan is a dentist. She works in a hospital. She helps people who have problem with their teeth.
- * Timothy is a chef. He works in a hotel restaurant. He prepares meals for customers. He loves to eat.
- * Brian is a pilot. He flies airplanes everyday to faraway places.
- * Diana is a nurse. She takes care of sick people. She helps the doctor.

TRACK 2

1. Paul Cloud is a traveller. He travels and gathers information about different cultures. He gives information about the national holidays around the world. Listen to Track 2 and fill in the chart below.

Hi, I'm Paul Cloud. I am a traveller. I like travelling around the world. I want to share the dates of the National Holidays of some countries around the world. Liberation Day is on the third of March. It has been celebrated in Bulgaria since 1878. Emperor Akihito was born on the twentythird of December, 1933. Japanese people celebrate it as a national holiday. In Netherlands, Queens Day is on the thirtieth of April. It has been celebrated since 1909. National Day of Spain is on the twelfth of October. It has been celebrated since 1492. Republic Day is on the 29th of October. It has been celebrated since 1923 in Turkey.

ANSWER KEY

TRACK 3

Pronunciation

Listen and repeat.

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth

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Sayfa 13

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Sayfa 16

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Sayfa 18

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Sayfa 19

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