

# Grade 4

## Unit 5

### MY DAY



Functions:

- Talking about daily routines
- Making simple inquiries



Editörler

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<b>Grade</b>	4 (A1)
<b>Function</b>	Talking about daily routines Making simple inquiries
<b>Skills</b>	Speaking (warm-up) Listening for specific and general information Speaking (accuracy, fluency)
<b>Duration</b>	30 minutes+30 minutes
<b>Materials Required</b>	<p>“Clip: Time And Days Of The Week” from eba.gov.tr Copy the given link in red on the address bar and then log in your Eba account. <a href="https://ders.eba.gov.tr/ders//redirectContent.jsp?resourceId=8df275451df5484387f7e1f9d7539438&amp;resourceType=1&amp;resourceLocation=2">https://ders.eba.gov.tr/ders//redirectContent.jsp?resourceId=8df275451df5484387f7e1f9d7539438&amp;resourceType=1&amp;resourceLocation=2</a></p> <p>Worksheet in Appendix A Worksheet in Appendix B Worksheet in Appendix C</p>
<b>Aims</b>	<p>To understand a text about daily routines To talk about daily routines To ask and answer questions about daily routines</p>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. The teacher asks lead in questions to the students.</li> <li>2. The teacher asks the students to look at the activities and tick the activities they do every day.</li> <li>3. The teacher asks the students to match the clocks with the time expressions.</li> <li>4. The teacher plays the “Clip: Time-days of the week” for students to find out what it is about.</li> <li>5. The students listen to the song again and the teacher asks them to put the pictures in order.</li> <li>6. After playing the song again, the students are required to decide whether the statements about the song are true or false.</li> <li>7. The teacher asks the students to talk about their daily routines using the time expressions in the box. Then the students are expected to work in pairs and complete the table by asking and answering questions about their daily routines at different parts of the day.</li> </ol>

Lead in

a. Look at the picture and answer the questions.

What is he doing?  
What part of the day is it?



b. Look at the activities and tick the ones you do a day.

wake up

have breakfast

meet friends

go to the playground

do homework

go shopping

go to bed

c. Match the clocks with the time expressions.

- 1. morning
- 2. noon
- 3. afternoon
- 4. night

- a. 22:30
- b. 07:00
- c. 14:00
- d. 12:00

## Appendix B



### Listening

a. Listen to the “Time And Days Of The Week” song. What is it about?

- a. Weekend plans
- b. Daily routines
- c. Family and friends

b. Listen again and put the pictures in order.



c. Listen again and write True or False.

1. I wake up and have breakfast in the morning.

2. I have breakfast at noon.

3. I go out and play at night.

4. I watch TV with my family in the evening.

5. I go to bed at night.

**Appendix C**



**a. Talk about your daily routines. Use the time expressions in the box.**



I go shopping with my mom on Saturdays.

**USE**

Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 Sunday

**b. Work in pairs.**

**Ask and answer questions.**

**Complete the chart.**

	in the morning	at noon	in the afternoon	at night
wake up	✓			
have breakfast	✓			
meet friends				
have lunch				
go to the playground				
do homework				
go to bed				



What do you do in the morning?

I wake up and have breakfast.





<b>Grade</b>	4 (A1)
<b>Function</b>	Telling the time and days
<b>Skills</b>	Speaking (warm-up) Listening for specific and general information Speaking (fluency )
<b>Duration</b>	30 minutes
<b>Materials Required</b>	Tapescript 5.1 Worksheet in Appendix A Worksheet in Appendix B Worksheet in Appendix C Worksheet in Appendix D
<b>Aims</b>	To recognize time in a text To talk about daily routines using time expressions
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. The teacher asks lead in questions to the students.</li> <li>2. The teacher asks the students what time it is. Then s/he asks them to write the time for each hour.</li> <li>3. The teacher plays tapescript 5.1 and asks students to tick the picture which is relevant to the text.</li> <li>4. The teacher plays the tapescript again and asks the students to write the time of Jason's daily routines. The teacher stops the tapescript if necessary.</li> <li>5. The teacher plays the tapescript again and asks students to put Jason's daily activities into correct order.</li> <li>6. The teacher asks the students to group their daily routines according to the parts of the day. Then they are required to talk about their daily routines using time expressions, such as: <ul style="list-style-type: none"> <li>- at seven/eight o'clock</li> <li>- in the morning/afternoon</li> <li>- on Sundays/Mondays</li> </ul> </li> <li>7. The teacher asks the students to focus on the Spotlight and choose the correct picture.</li> <li>8. The teacher asks the students to cut out the clock and make a clock. Then the students are expected to ask and answer about the time as in the example.</li> </ol>

**Appendix A**

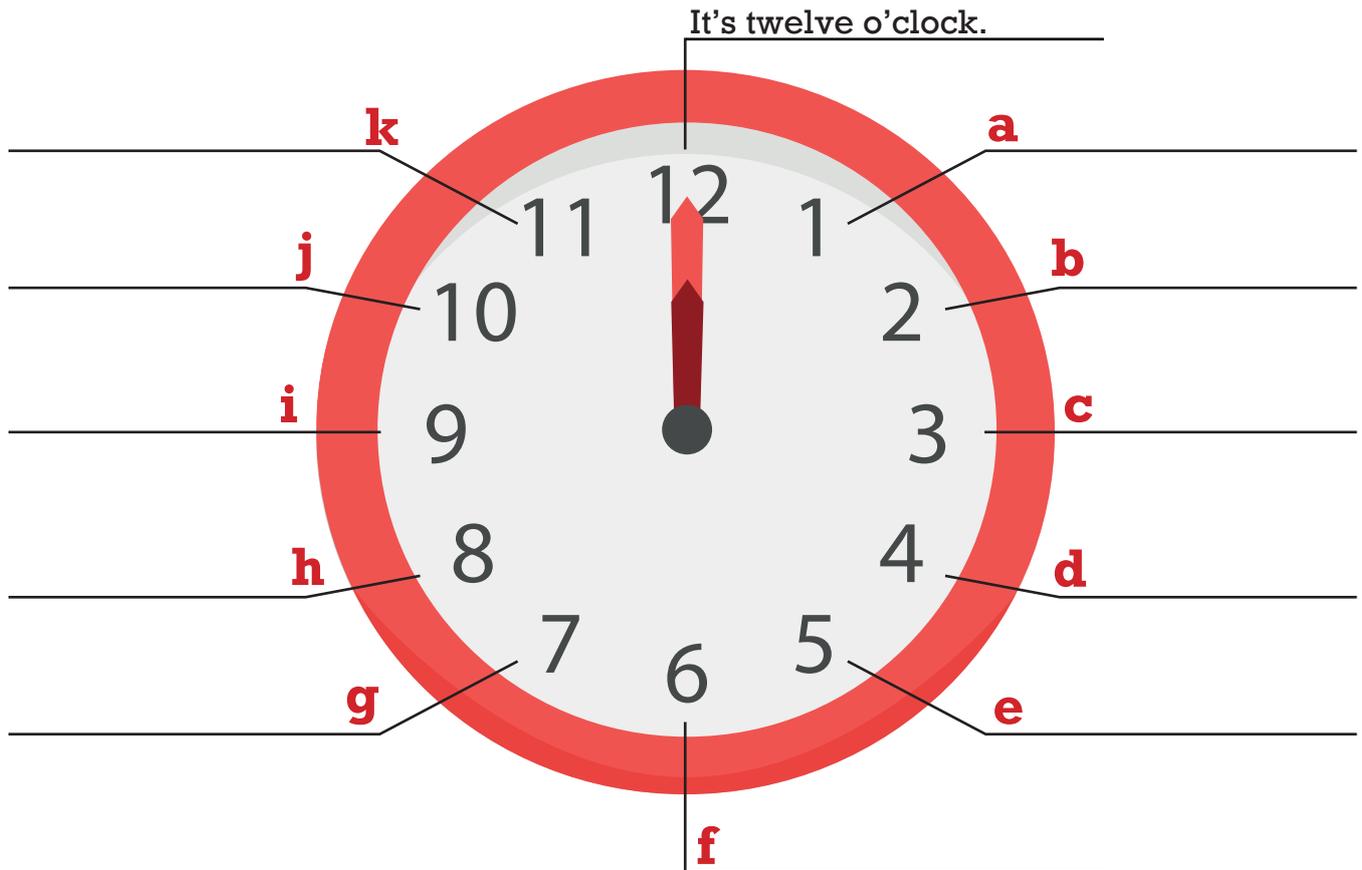
**Lead in**

**a. Answer the questions.**

Have you got a watch?

What time do you wake up and go to bed?

**b. Look at the clock. What time is it?**



**Listening**

Tapescript 5.1



**a. Listen and tick the suitable picture.**



Appendix B

 Listening

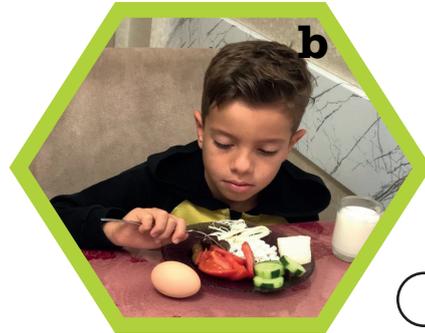
Tapescript 5.1



b. Listen again and write the time.



07:00



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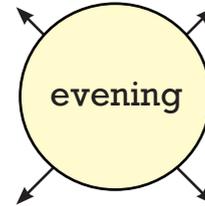
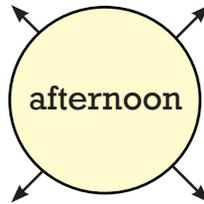
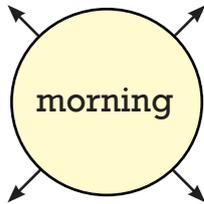
c. Listen again and order Jason's daily activities.

- I wake up at seven o'clock.
- My classes start at 9 o'clock.
- I do my homework at 5 in the evening.
- I have breakfast at 8.
- I go to bed at ten o'clock at night.
- I have lunch at noon.
- I have dinner with my family .



Speaking

Group your daily routines. Talk about your daily activities. Use time expressions.



I wake up at 7 o'clock in the morning.

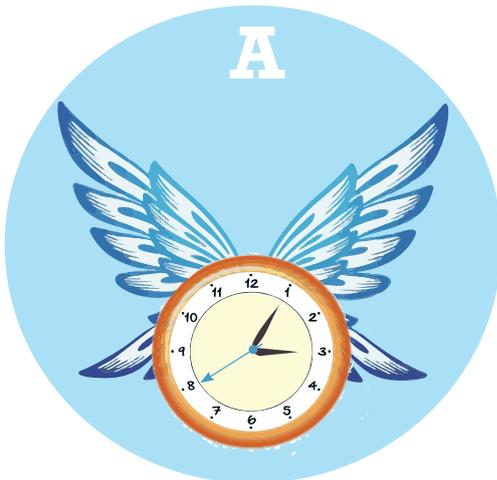


Spotlight

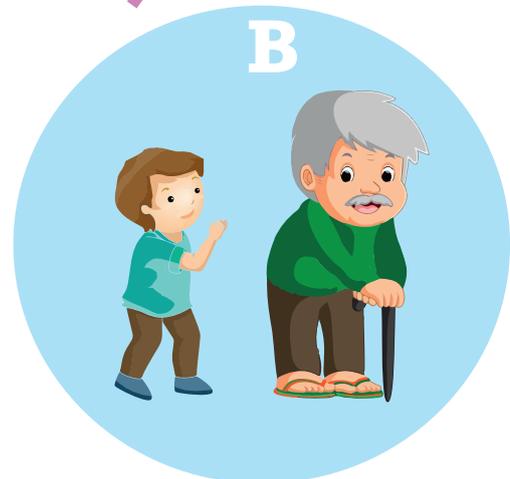
Which picture is about the idiom?

Time flies...

A

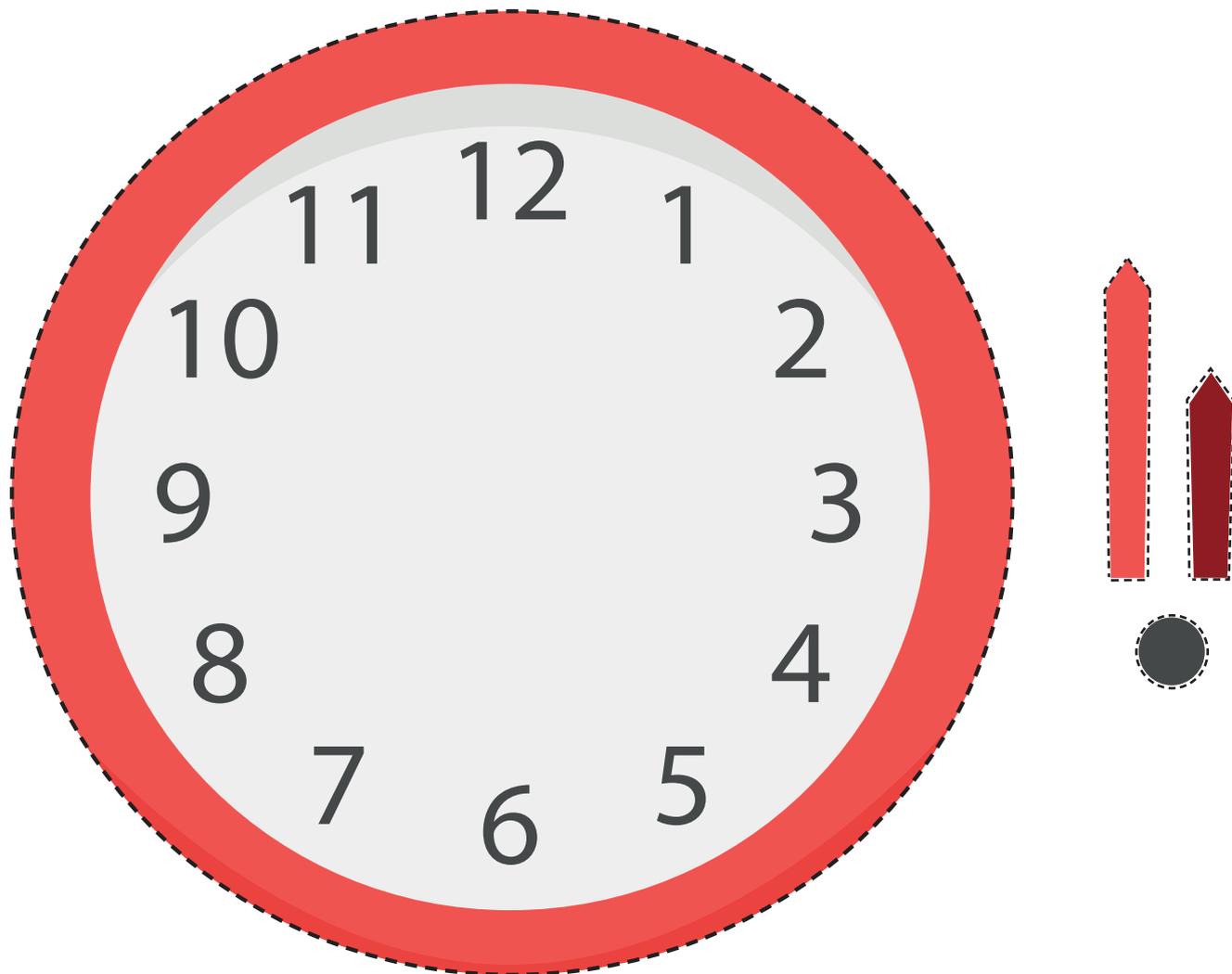


B



Project

Make a clock. Ask and answer about the time.



What time is it?



It's one o'clock.





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## Listening Text

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### Function 2 Appendix A Listening a

#### Tapescript 5.1

##### a. Listen and tick the suitable picture.

Hello, I'm Jason. Here is my daily routine. I wake up at 7 o'clock on weekdays. I have breakfast at 8. My classes start at 9 o'clock. I have lunch at noon. My classes finish at 3 o'clock. I do my homework at 5 o'clock. I have dinner with my family. I go to bed at 10 o'clock everyday.

### Appendix B Listening b Tapescript 5.1

##### b. Listen again and write the time.

### Listening c Tapescript 5.1

##### c. Listen again and order Jason's daily activities.

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## The Key

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### Function 1 Appendix A Lead in c

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

### Appendix B Listening a

b- Daily routines

### Listening b

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

### Listening c

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

### Function 2 Appendix A Lead in b

- a. It's one o'clock.
- b. It's two o'clock.
- c. It's three o'clock.
- d. It's four o'clock.
- e. It's five o'clock.
- f. It's six o'clock.
- g. It's seven o'clock.
- h. It's eight o'clock.
- i. It's nine o'clock.
- j. It's ten o'clock.
- k. It's eleven o'clock.
- l. It's twelve o'clock.

### Listening a

Picture b

### Appendix B Listening b

1. 07:00
2. 08:00
3. 12:00
4. 17:00
5. 19:00
6. 22:00

### Listening c

1-3-5-2-6-4

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## References

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(2018) İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2,3,4,5,6,7 ve 8. sınıflar). **Ankara: MEB**

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## Visual Reference

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Ünitedeki tüm görseller tarafımızca hazırlanmıştır.