

**UNIT 11: WHAT TIME IS IT?
MS HONG – NGOC LINH PRIMARY SCHOOL**

Full name:

ENGLISH LANGUAGE TEST

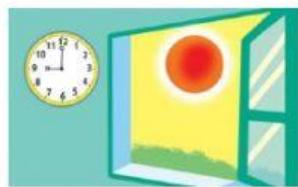
Class:

Time: 40 minutes

I. LISTENING

Task 1. Listen and tick . There is one example.

Example:



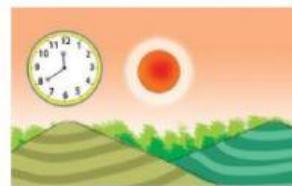
A.



B.



1. A.



B.



2. A.



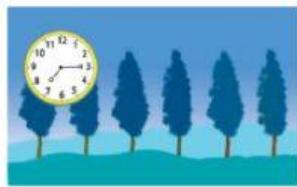
B.



3. A.



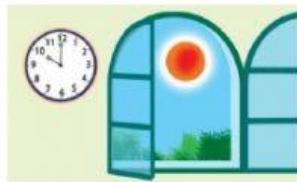
B.



4. A.



B.



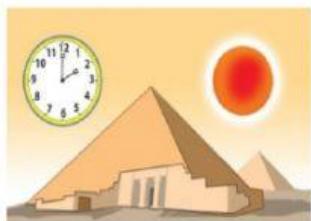
5. A.



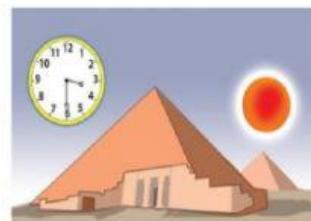
B.

Task 2. Listen and tick or cross . There are two examples.

Examples:



A.



B.



1.



2.



3.

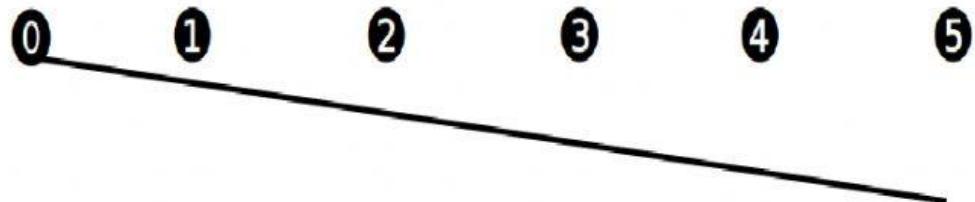


4.



5.

Task 3A. Listen and draw lines. There is one example (0).



READING AND WRITING

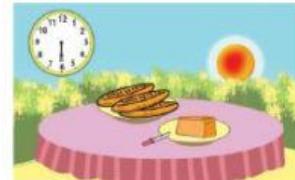
Task 1A. Look and write. There is one example.

Example:

hnluс → l u n c h



1. akasbreft → _____



2. egt pu → _____



3. og ot edb → _____



4. og mhoe → _____



5. indner → _____



Task 2. Order the words. There is one example.

Example: breakfast / Tony / at / has / 7 o'clock

Tony has breakfast at 7 o'clock.

1. you / what / go / do / time / school / to

?

2. in / do / you / do / what / morning / the

?

3. time / is / what / it

?

4. homework / Linda / at / does / 8 o'clock / her

?

5. football / Peter / at / plays / 4:45

?

Task 3C. Read and number the sentences in the correct order. The conversation begins with 0.

0	A	Minh: What do you usually do on Saturday mornings, An?
	B	An: At six o'clock. What time is it now?

C	<i>Minh</i> : I cycle, too. What time do you cycle?
D	<i>An</i> : Oh, no. We're late for school. Let's run now.
E	<i>Minh</i> : It's seven fifty.
F	<i>An</i> : I usually cycle. What about you?

SPEAKING

Task 1. Look, point and say. There is one example.



Unit 11-1



Unit 11-2



Unit 11-3



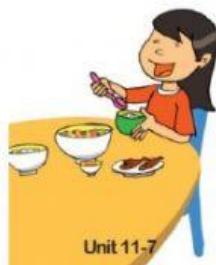
Unit 11-4



Unit 11-5



Unit 11-6



Unit 11-7

Task 1	Teacher does this:	Teacher says this:	Minimum response expected from Student:	Back-up questions:
	Arranges 6 cards (1-6) into 2 groups of time and action.	Look at the pictures. It's seven o'clock.	Points to the cards respectively and says out the words:	

Time: cards 1, 2, 3. Points to card 1 and says.	Now you look, point to the cards and say the time.	(Card 2) One fifteen (Card 3) Seven thirty	What time is it? Is it + (time)?
Action: cards 4, 5, 6, 7. Points to card 4 and says.	She goes to bed. Now you look, point to the cards and say the action.	(Card 5) She gets up. (Card 6) She goes to school. (Card 7) She has/eats breakfast/lunch/dinner.	What does she do?

Task 2. Look, listen and answer the questions. There is one example.

Hoa's Day

1. Get up	6.15
2. Have breakfast	6.30
3. Go to school	7.00
4. Have lunch	11.00
5. Go home from school	4.30 p.m.
6. Have dinner	7.00 p.m.

Task 2	Teacher does this:	Teacher says this:	Minimum response expected from Student:	Back-up questions:
	Shows the cue card. Asks S to read the card for one minute.	Look at the card. There is one example. I ask: What time does Hoa get up? You answer: At six fifteen. Or I ask: What does Hoa do at six fifteen? You answer: She gets up. Now answer the questions:	Looks at the card. Listens to questions and answers.	

	What time does Hoa have breakfast?	(She has breakfast) at six thirty.	What time? Look at this. (T points to the time in the cue card.)
	What time does Hoa go to school?	(She goes to school) at seven o'clock.	
	What time does Hoa have lunch?	(She has lunch) at eleven o'clock.	
	What does she do at four thirty in the afternoon?	She goes home (from school).	Look. What can you see? Does she go home? (T points to the action in the cue card.)
	What does she do at seven o'clock in the evening?	She has dinner.	

Task 3. Let's talk (Interview).

Tell the time that is true to you. There is one example.

Your Day	
1. Get up	6:00 a.m.
2. Have breakfast	
3. Go to school	
4. Have lunch	
5. Go home from school	
6. Have dinner	

Task 3	Teacher does this:	Teacher says this:	Minimum response expected from Student:	Back-up questions:
	Shows the cue card. Asks S to tell the time.	Look at the card. It is about your day. Tell the time, please. Number 1 is an example. Now, I'm going to ask about your day.	Sample conversation:	

<p>Takes part in the conversation.</p>	<p>What time do you have breakfast?</p>	<p>T: What time do you have breakfast? S: At ____.</p>	<p>What time? Look at this. (T points to the time in the cue card.) What action? (T points to the action in the cue card.)</p>
	<p>What time do you go to school?</p>	<p>T: What time do you go to school? S: At ____.</p>	
	<p>What time do you have lunch?</p>	<p>T: What time do you have lunch? S: At ____.</p>	
	<p>What do you do at ____ (time) in the afternoon?</p>	<p>T: What do you do at ____ (time) in the afternoon? S: I ____.</p>	
	<p>What do you do at ____ (time) in the evening?</p>	<p>T: What do you do at ____ (time) in the evening? S: I ____.</p>	
	<p>Then, ask me about my day.</p>	<p>What time do you have breakfast? What time do you go to school? What time do you have lunch? What do you do at ____ (time) in the afternoon? What do you do at ____ (time) in the evening?</p>	