

## LESSON PLAN

Grade: 6

Unit: Unit 1 – Life

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p><b>Describing what people do regularly</b> What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother.</p> <p><b>Telling the time and dates</b> What time is it? / What is the time? —It's five p.m. —It's quarter past five. What is the date today? —11 August 2016.</p>	<p>Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions.</p> <p>Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions.</p> <p>Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates.</p> <p>Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.</p>
TESTING & EVALUATION	
<p><b>Listening</b> Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p><b>Speaking</b> Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p><b>Reading</b> Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers."</p>	

**1st Week: 9-13 September** Time: 40+40+40

### 1. Listen to the song and put the pictures in order. (Track 1)

Explain the task and allow students look at the photos. Ask them to listen to the song and put the pictures in order. Play the recording. Students listen and do the task. Play it again. Students listen and check their answers. Check the answers with various students. (p.10)

### 2. Look at the pictures and match them to the phrases. Find the extra picture.

Explain the task and read the example phrases aloud. Make sure students know all the phrases. Then, ask your students to match the pictures with the phrases. Elicit the answers. (p.11)

### **3. Sing the song in activity 1 using the pictures above. (Track 1)**

Tell your students that it is fun time. Play the CD for the first time and let them listen to the song just to enjoy themselves. Then play it for the second time and encourage them to sing the song with the CD. (p.11)

### **4. What do you do at weekends?**

Explain the task. The aim of this activity is to make students talk about their weekend routines. If necessary, assign this activity as a homework. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.11)

### **5. Listen and put the dialogues in order. (Track 2)**

Explain the task and play the recording. Students listen and put the dialogues in order according to the recording they hear. Check the answers as a class. (p.12)

### **6. Work in pairs and act out the dialogues above.**

Explain the task. The aim of this activity is to make students act out. When they finish the task, ask if there are any volunteers to share act out the dialogues. (p.12)

### **7. Study the times. Then, ask and tell the times below.**

Explain the task and allow students look at the picture of the clock on their books and study. Then, ask the students to tell the times below. (p.12)

## **2nd Week: 16-20 September** Time: 40+40+40

### **8. Listen and follow the route. Then, do the activity with your partner. (Track 3)**

Explain the task and play the recording. Students listen and follow the route according to the recording they hear. Check the answers as a class. (p.13)

### **9. Listen and complete the text. (Track 4)**

Explain the task and play the recording. Students listen and complete the text according to the recording they hear. Check the answers as a class. (p.14)

### **10. Read the text above and tick the correct pictures.**

Let your students read the text and tick the correct pictures. Give them some time for reading the text and if they have problems with the unknown words, make short and brief explanations for these words in English. Make an oral check for the answers. (p.14)

### **11. Read the text in activity 20 again and answer the questions.**

Let your students read the text again and match the parts. Give them some time for reading the text again. Monitor students and help them if needed. Check the answers as a class. (p.14)

### **12. Retell the text using the extra pictures in activity 10. Then, talk about your own daily routines and activities.**

The aim of this activity is to make students speak on their daily routines. When they finish the task, ask if there are any volunteers to share their answers with the class. (p.14)

**13. Listen to Mike and Fulya and find the right picture. (Track 5)**

Explain the task and play the recording. Students listen and find the right picture according to the recording they hear. Check the answers as a class. (p.15)

**14. Listen again and write True (T) or False (F). (Track 6)**

Explain the task and play the recording again. Students listen and mark the sentences as True (T) or False (F). Correct the false sentences according to the recording they hear. Check the answers as a class. (p15)

**15. Complete the sentences about Mike.**

First tell your students to read the Attention box. Make sure that your students remember the usage of “in-on-at”. Then, ask them to complete sentences about Mike. Elicit the answers. (p.15)

**16. Mike is a helpful boy. He runs errands for his grandparents. Do you run errands for your family?**

Ask the question and elicit the answers. (p.15)

**3rd Week: 23-27 September Time: 40+40+40**

**17. Read the texts and match them to the pictures. One picture is extra.**

Explain the task and allow students to read the text and complete the task. Students check their answers in pairs. Check the answers as a class. (p.16)

**18. Read the texts again and fill in the blanks.**

Let your students read the text again and fill in the blanks. Give them some time for reading the text again. Monitor students and help them if needed. Check the answers as a class. (p.16)

**19. Read the texts in activity 17 again and answer the questions.**

Ask your students to read the text again and answer the questions. Give them some time for reading the text again. Monitor students and help them if needed. Check the answers as a class. (p.16)

**20. Look at the brochures in activity 21 and fill in the blanks.**

Direct the students' attention to the brochures in activity 21. Explain the task. Ask your students to look at the brochures and fill in the blanks. Check the answers as a class. (p.17)

**21. Work in pairs. Choose a brochure. Ask and answer about time, date and the event.**

First cover the unknown words. Make sure students know all the words. The aim of this activity is to make students ask and answer about time, date and the event. Give them enough time to make dialogues. When they finish the task, ask if there are any volunteers to share their dialogues with the class. (p.17)

**22. What's the date today? Which course(s) above can you attend today?**

Explain the task and encourage the students to answer the question. (p.17)

**23. Do you attend a course? Do you attend it regularly? Do you work hard? Are you patient enough to be a master?**

Explain the task and encourage the students to answer the question. (p.17)

**24. Work in pairs. Ask and learn what your friend does before/at/after school. Then, report it.**

First cover the Attention box. The aim of this activity is to make students ask and answer about their daily activities. Give them enough time to make dialogues. When they finish the task, ask if there are any volunteers to share their dialogues with the class. (p.18)

**4th Week: 30 September-4 October Time: 40+40+40**

**25. Now, talk about your responsibilities and routines.**

Explain the activity. The aim of this activity is to make students talk about their daily responsibilities and activities. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.18)

**LET'S PRACTICE**

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.19-20-21-22)

- 1. Read and fill in the blanks with "at, o'clock, past, half, quarter" and draw the clocks.** (p.23)
- 2. Play BINGO.** (p.20)
- 3. Write the missing days. Then, prepare an imaginary diary.** (p.21)
- 4. Talk about the activities in your diary.** (p.21)
- 5. Look at your friend's diary and take notes.** (p.21)
- 6. Fill in the blanks with "in, on, at".** (p.21)
- 7. Go to page 191. Cut out and make a cube. Work in pairs. Ask questions and give true answers.**
- 8. Match the questions to the answers. There is one extra answer.** (p.22)
- 9. Search the days on the Net. Write their dates.** (p.22)

**VOCABULARY**

**1. Fill in the blanks with the words from the box. One word is extra.**

Ask your students to look at the pictures and fill in the blanks with the words from the box. Give them some time to complete the task. Check the answers as a class. (p.23)

**2. Complete the sentences and match them to the pictures above.**

Ask your students complete the sentences and match them to the pictures. Give them some time to complete the task. Check the answers as a class. (p.23)

This Plan is successfully applied during within the scheduled time.

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