

## LESSON PLAN

**Grade: 6**

**Unit: Unit 2 – Yummy Breakfast**

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
Accepting and refusing Can I have some cheese? —Sure. —No, it's all gone. Do you want some tea? —Yes, please. —No, thanks. I don't like tea. —No, thanks. I don't want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don't like junk food. It's my favorite! Enjoy it!	Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.SI1. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don't like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.
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>	

**5th Week: 7-11 October Time: 40+40+40**

**1. Look at the pictures. Which of them do you love / like / dislike?**

Direct students' attention to the pictures. Explain the task. Ask students to look at the pictures and say which of them they love / like / dislike. Elicit their answers. (p.26)

**2. Listen and match the speech bubbles to the names. (Track 7)**

Explain the task and play the recording. Students listen and match the speech bubbles to the names according to the recording they hear. Play the recording again and check the answers as a class. (p.26)

**3. Listen again and answer the questions. (Track 8)**

Explain the task and play the recording again. Students listen and answer the questions. Check the answers as a class. (p.26)

**4. Work in pairs. Look at the pictures. Ask and answer questions as in the example.**

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 their breakfast preferences. 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.27)

**5. Look at the boxes carefully. Read the dialogue and fill in the blanks using “a / an, some”. Then, tick the correct picture below.**

First cover the unknown words. Make sure students know all the words. Then, ask students to read the dialogue and fill in the blanks using “a / an, some”. Then, tick the correct picture. Give them enough time to complete the task. When they finish the task, elicit the answers. (p.28)

**6th Week: 14-18 October Time: 40+40+40**

**6. Work in groups of three. Act out dialogues as in the examples below.**

The aim of this activity is to make students speak on their preferences. Explain the task. Read the dialogues aloud as examples. Students work in groups of three and act out dialogues as in the examples. Monitor the activity around the class. Then ask some pairs to act out their dialogues in front of the classroom. (p.29)

**7. Put the speech bubbles into order and make a dialogue.**

Explain the activity and allow students enough time to put the speech bubbles into order and make a dialogue. Check the answers as a class. (p.29)

**8. Listen and circle the correct ones. (Track 9)**

Explain the task and play the recording. Students listen and circle the words according to the recording they hear. Check the answers as a class. (p.30)

**9. Answer the questions.**

1. How many eggs do they need?
2. Do they have any milk?
3. Do they need any butter?
4. Is there any flour?

Ask the questions to the students and encourage them to answer the questions. (p.30)

**10. Work in pairs. Make a similar dialogue using the ingredients below.**

First cover the Attention Box with the students. The aim of this activity is to make students make dialogues. Explain the task. Students work in pairs and act out dialogues as in the example. Monitor the activity around the class. Then ask some pairs to act out their dialogues in front of the classroom. (p.30)

**11. Look at the pictures in activity 12. Which food and drinks do you like?**

Point to the pictures and ask the question to the students and encourage them to answer the question. (p.31)

**12. Read the speech bubbles and match them to the pictures below. One picture is extra.**

Let your students read the speech bubbles and match them to the pictures. Give them some time for reading the speech bubbles. Monitor students and help them if needed. Check the answers as a class. (p.31)

**13. Answer the questions.**

Let your students read the speech bubbles again and answer the questions. Give them some time for reading the speech bubbles. Monitor students and help them if needed. Check the answers as a class. (p.32)

**7th Week: 21-25 October Time: 40+40+40**

**14. Ask and answer about your friend's breakfast preferences.**

**15. Work in pairs. Ask and answer: What do / don't you prefer at breakfast?**

For activities 14-15, direct students' attention to the examples on the book. Students are supposed to make similar conversations in pairs. Encourage them to ask their friend's breakfast preferences. Monitor the activity and help students when needed. Ask various pairs to act out their dialogues in front of the class. (p.32)

**16. Search the Net or ask your parents about a traditional breakfast of a region in your country. Describe it and express your opinions.**

Explain the task. 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.32)

**17. Listen and fill in the blanks. (Track 10)**

Explain the task and play the recording. Students listen and fill in the blanks according to the recording they hear. Check the answers as a class. (p.33)

**18. Work in pairs. Act out the dialogue in activity 17 using “biscuits, fizzy drinks, crackers”.**

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.33)

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

Direct the students' attention to the brochures. Explain the task. Read the sample suggestions aloud. Ask your students to look at the brochures and give suggestions as in the examples. Check the answers as a class. (p.34)

**20. Label the product.**

Direct the students' attention to the pictures and the phrases given. Explain the task. Ask your students to label the products. Check the answers as a class. (p.34)

**21. Do you read food labels? Do you eat nutritious food?**

Explain the task and encourage the students to answer the question. (p.34)

**8th Week: 28 October-1 November** Time: 40+40+40

**LET'S PRACTICE**

Allow students enough time to do the “Let's Practice” exercises to evaluate themselves. Then elicit the answers. (p.35-36-37-38)

- 1. Work in pairs. Choose a card. Ask questions and find your friend's card.** (p.35)
- 2. Read the text and choose the correct answers.** (p.36)
- 3. Label the product.** (p.36)
- 4. How polite are you? Do the quiz and learn.** (p.37)
- 5. Read the sentences in activity 4 again. How can you say them in your own language?** (p.37)
- 6. Play a game.** (p.38)

**VOCABULARY**

**1. Add the missing letters and rewrite the words**

Ask your students to add the missing letters and rewrite the words. Give them some time to complete the task. Check the answers as a class. (p.39)

**2. Find the breakfast items in the puzzle.**

Ask your students to find the breakfast items in the puzzle. Give them some time to complete the task. Check the answers as a class. (p.39)

This Plan is successfully applied during within the scheduled time.

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