

LESSON PLAN

Grade: 6

Unit: Unit 3 – Downtown

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>(Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he's reading a book right now.</p>	<p>Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.</p>
TESTING & EVALUATION	
<p>Listening 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>Speaking 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>Reading 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>	

9th Week: 4-8 November Time: 40+40+40

1. Listen and find: Where does Sandy live? (Track 11)

Explain the task and allow students look at the photos in their books and ask them to listen to the recording and find where Sally lives. 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.42)

2. Listen again and tick the words or phrases you hear. (Track 12)

Ask your students to listen to the recording again and tick the words or phrases they hear. 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.43)

3. Listen again and complete the sentences. Then, match them to the pictures in activity 1. (Track 13)

Explain the task. Ask your students to listen to the recording again and complete the sentences. Students listen and do the task. Play it again. Students listen and match the sentences with the pictures in activity 1. Check the answers with various students. (p.43)

4. Look at the pictures of Arlington in activity 1. Write True (T) or False (F) for the sentences. Correct the false sentences.

Explain the task. Ask your students to look at the pictures of Arlington in activity 1 and mark the sentences as true or false. Give them enough time to complete the task. Finally, check the answers with the class. (p.43)

5. Describe Arlington and the people using the pictures in activity 1.

Explain the task. Ask your students to describe Arlington and the people using the pictures in activity 1. At the end of the task, encourage them to read their sentences. (p.43)

6. Choose the correct answers. Then, say.

Explain the task. Ask your students to look at the pictures, read the questions and answer them. Give them enough time to complete the task. Finally, check the answers with the class. (p.44)

10th Week: 18-22 November Time: 40+40+40

7. Work in groups. A volunteer mimes an action. The others guess it.

The aim of this activity is to make students have fun. Ask them to work in groups and choose a volunteer to mime an action. The others guess it. Monitor the students during the activity. (p.45)

8. Work in pairs. Look at the picture.

Student A: Choose a character.

Student B: Ask questions and find him / her.

Explain students that this is a role-play activity. Read the sample dialogues aloud. Ask them to choose a character and try to find him/her. Give them 10-15 minutes to prepare and monitor them during preparation time. When they finish, ask a few volunteer pairs to come and perform in front of the class. (p.45)

9. Listen and match the people to their names. (Track 14)

Explain the task and play the recording. Students listen and match the people to their names according to the recording. Check the answers as a class. (p.46)

10. Listen again and write True (T) or False (F). (Track 15)

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. (p.46)

11. Now, cover the picture above and describe it.

Ask students to cover the picture and describe it. (p.46)

12. Work in pairs.

Student A: Label the children in the picture below. Describe them.

Student B: Guess who is who.

Then, swap the roles.

Explain students that this is a role-play activity. Read the sample sentences aloud. Ask them to label the children in the picture and describe them. Give them 10-15 minutes to prepare and monitor them during preparation time. When they finish, ask a few volunteer pairs to come and perform in front of the class. (p.46)

11th Week: 25-29 November Time: 40+40+40

13. Read Martin's homework and answer his questions.

Explain the activity. Ask students to read Martin's homework and answer his questions. Encourage them to answer the question. (p.47)

14. Read and tick the correct sentences.

Ask students to read Martin's homework again and tick the correct sentences. Tell them to do the activity individually and once they finish, elicit answers from the class. (p.47)

15. Answer the questions. Then, work in pairs and ask and answer more questions.

Ask students to read Martin's homework again and answer the questions. Tell them to do the activity in pairs and once they finish, elicit answers from the class. (p.47)

16. Categorize the words and compare Manchester and Warwick.

The aim of this activity is to make students compare two cities. Read the sample speech bubbles aloud. Ask them to categorize the words and compare the cities. Give them enough time to complete the task. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.48)

17. Write adjectives for Bodrum and İstanbul. Then, compare them.

Now, ask students to write adjectives for Bodrum and İstanbul. Then, tell them to compare them. Give them enough time to complete the task. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.48)

18. Read and write the names of the cities under the pictures.

Ask students to read the sentences and write the names of the cities under the pictures. Check the answers as a class. (p.49)

19. Look at the pictures above and fill in the blanks. There can be more than one answer.

Explain the activity. Ask students to look at the pictures in activity 28 and fill in the blanks. Check the answers as a class. (p.49)

12th Week: 2-6 December Time: 40+40+40

20. Work in pairs. Choose two cities. Ask your friend to compare the cities.

Direct students' attention to the information about the cities. Tell your students that it's a pair activity. Ask them to choose two cities and compare them. Give them enough time to complete the task. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.50)

LET'S PRACTICE

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.51-52-53-54)

1. Do the quiz and learn: Are you ready to explore the world? (p.51)

2. Look at the pictures and complete the speech bubbles. Then, compare two cities. Two words are extra.

(p.52)

3. Work in pairs.

Student A: Choose a picture below.

Student B: Ask questions and find the picture. (p.53)

4. Which one is your dream city? Talk about it and compare it with another city.

What are the people doing there? (p.54)

VOCABULARY

1. Match the parts. One is extra.

Ask your students to match the parts of the phrases. Give them some time to complete the task. Check the answers as a class. (p.55)

2. Write the opposites of the words below. Then, find them in the puzzle.

Ask your students to write the opposites of the words. Give them some time to complete the task. Check the answers as a class. (p.55)

This Plan is successfully applied during within the scheduled time.

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İngilizce Öğretmeni

İngilizce Öğretmeni

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