

LESSON PLAN

Grade: 6

Unit: Unit 5 – At the Fair

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing places There are many fun things at the fair. —Roller coasters are crazy!</p> <p>Expressing feelings —I think they are frightening.</p> <p>Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster.</p> <p>Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun.</p>	<p>Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions.</p> <p>Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things.</p> <p>Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things.</p> <p>Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place</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>	

17th Week: 6-10 January Time: 40+40+40

1. Look at the picture. How old is Ken?

Direct the students' attention to the picture. Ask the question and elicit the answers. (p.74)

2. Listen and fill in the blanks. (Track 19)

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.74)

3. Read the text above and label the children in activity 1.

Ask your students to read the text and label the children in activity 1. Give enough time and elicit the answers.

(p.74)

4. Read the text in activity 2 again and answer the questions.

Ask your students to read the text again and answer the given questions. Give enough time and elicit the answers. (p.75)

5. Read and guess: Where does Ken want to go on his birthday?

Ask your students to read the text in the box and find where Ken wants to go on his birthday. Give enough time and elicit the answers. (p.75)

6. Look at the pictures above again. Read and fill in the blanks.

Explain the task and direct students' attention to the pictures again. Ask them to fill in the blanks. Give enough time and elicit the answers. (p.75)

18th Week: 13-17 January Time: 40+40+40

7. Look at the picture. Which rides do you like?

First, cover the words about fair. Make sure that they know all the words. Encourage them to say their favorite rides. Elicit their answers. (p.76)

8. What is this?

Direct your students' attention to the brochure. Ask them to say what it is. Elicit their answers. (p.77)

9. Read and write True (T), False (F) or No Information (NI).

Direct your students' attention to the brochure again. Ask them to read the brochure and write True (T), False (F) or No Information (NI). Elicit their answers. (p.77)

10. Ken, Timothy, Sam and Suzy are at the fair now. Listen and put the speeches in order. (Track 20)

Explain the task and play the recording. Students listen and put the speeches in order according to the recording they hear. Check the answers as a class. (p.78)

11. Listen again and write: Who loves what? (Track 21)

Play the recording again. Ask your students to listen to the recording again and write the names under the correct pictures. Check the answers as a class. (p.78)

12. Read the dialogue in activity 10 and act it out.

Explain the task. The aim of this activity is to make students act out. Give them enough time. When they finish the task, ask if there are any volunteers to share act out the dialogues. (p.78)

19th Week: 3-7 February Time:40+40+40

13. Make sentences as in the example.

Read the sample sentence aloud. Ask your students to make similar sentences using the given phrases. Tell them to work individually and once they finish, elicit individual answers from students (p.79)

14. What do you think about fairs? Which ride do / don't you like? Compare them.

Read the sample speech bubbles aloud. Ask your students to express their opinions about fairs. Tell them to work individually and once they finish, elicit individual answers from students (p.79)

15. Listen and put the emotions in order. (Track 22)

Explain the task and play the recording. Students listen and put the emotions in order according to the recording they hear. Check the answers as a class. (p.80)

16. Listen and circle the correct ones. (Track 23)

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.80)

17. Complete the sentences as in the example.

First, cover the attention box with the students. Then, read the sample sentence aloud. Ask your students to complete the sentences as in the example. Tell them to work individually and once they finish, elicit individual answers from students (p.80)

18. Read the speech bubbles and match them to the parks. One park 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.81)

20th Week: 10-14 February Time: 40+40+40

19. 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.81)

20. Work in pairs. Choose a picture. Imagine that you are in that place.

Ask and answer: Where are you?

Who are you with?

How is the weather?

What are you doing?

How do you feel?

What do you think?

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 places. 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.82)

LET'S PRACTICE

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.83-84-85-86)

1. Read and match. One is extra. (p.83)

2. Fill in the blanks to make comparisons. There can be more than one answer. (p.83)

3. What do you think about them? (p.84)

4. Work in groups of three or four. Discuss with your friends about the pictures above. (p.84)

5. Imagine a fair. Draw only what you like. Then, describe it. (p.85)

6. Work in pairs. Look at your friend's picture and complete the sentences. (p.85)

7. Fill in the blanks with the correct forms of the words. (p.86)

8. Complete the speech bubbles with "I agree", "I think", "I disagree". (p.86)

9. Search the days on the Net. Write their dates. (p.22)

VOCABULARY

1. Circle the words. Collect the extra letters and find the key words.

Ask your students to look circle the words and collect the extra letters and find the key words. Give them some time to complete the task. Check the answers as a class. (p.87)

2. Match the words to their synonyms. Find the extra word.

Ask your students to match the words with their synonyms. Give them some time to complete the task. Check the answers as a class. (p.87)

This Plan is successfully applied during within the scheduled time.

Emine Çabuş

Özlem Önder

Alev Çelebi

Duygu Cihan

İngilizce Öğretmeni

İngilizce Öğretmeni

İngilizce Öğretmeni

İngilizce Öğretmeni

Gizem Kaya

Şengül Şenocak

Elvan Nazlı

İngilizce Öğretmeni

İngilizce Öğretmeni

İngilizce Öğretmeni

UYGUNDUR

Fatih Kılıç
Okul Müdürü