

LESSON PLAN

Grade: 5

Unit: 6 – MOVIES

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing characters/people Superman is very strong/brave/...</p> <p>Expressing likes and dislikes I don't like/dislike/hate horror movies.</p> <p>Making simple inquiries What is the movie about? It's about friends/war/love/...</p> <p>Stating personal opinions I think Superman is brave. What's your favorite film? —Ice Age. —I like Spirited Away.</p> <p>Telling the time What time is the movie? —It's at seven o'clock. —It's at half past four.</p>	<p>Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.</p> <p>Speaking E5.6.S1. Students will be able to talk about people's likes and dislikes concerning movies and movie characters. E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters. E5.6.S3. Students will be able to state the time of an event.</p> <p>Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters.</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>	

21st Week: 17-21 February Time: 40+40+40

Objective: Students will learn vocabulary related to movies and practice basic listening and speaking skills.

Lesson 1: Get Ready & Listening

1. **Do you remember these films? Read the names and match them with the pictures.** (Page 70)

○ **Instructions:**

- Ask your students: "Let's start by remembering some famous films."
- Students read the names of the films and match them with the corresponding pictures on page 70.
- Discuss the correct answers as a class.

2. **Before you listen, follow the lines and find the types of films.** (Page 71)

○ **Instructions:**

- Tell your students: "Let's explore different types of films."
- Have them follow the lines and find the types of films on page 71.

- Discuss the different film genres they found.

Lesson 2: Listening & Speaking

3. **Listen to the CD and put a tick (✓) or a cross (X) for Brian's and Betsy's likes and dislikes about films.** (Page 71)

○ **Instructions:**

- Play the audio and ask students to listen carefully.
- Students put a tick or cross for each of Brian's and Betsy's preferences based on what they hear.
- Review the answers together as a class.

4. **Work in pairs. Ask and answer questions about Brian and Betsy.** (Page 72)

○ **Instructions:**

- Pair up students and have them ask each other questions about Brian's and Betsy's likes and dislikes using the provided example.
- Encourage them to use full sentences.

Lesson 3: Matching & Speaking

5. **Match the capital letters with the small letters to find out the pictures for the words.** (Page 73)

○ **Instructions:**

- Ask your students: "Let's match the letters to reveal the words."
- Students match the capital letters with the small letters to discover the words associated with the pictures.
- Discuss the answers together.

6. **What is your favourite film? Who is your favourite character? Explain your opinions about them.** (Page 73)

○ **Instructions:**

- Encourage students to think about their favorite films and characters.
- Ask them to explain their opinions in full sentences and share with the class.

22nd Week: 24-28 February Time: 40+40+40

Objective:

Students will enhance their listening, reading, and speaking skills while discussing their opinions about films.

Lesson 1: Listening & Speaking

7. **Before you listen, answer: Which film do you want to see these days?** (Page 74)

○ **Instructions:**

- Ask students which film they are interested in watching recently.
- Encourage them to discuss their choices with a partner.

8. **Listen to the dialogue. Which film do they decide to see? Put a tick (✓).** (Page 74)

○ **Instructions:**

- Play the audio and have students listen carefully.
- Students put a tick next to the film the characters decide to see.

Lesson 2: Listening & Speaking

9. **Listen again and answer the questions.** (Page 74)

○ **Instructions:**

- Play the audio again and ask students to answer the comprehension questions based on what they hear.
- Discuss the answers as a class.

10. **Work in pairs. Talk about the films you know. Ask and answer questions about your likes, dislikes, and characters in the films.** (Page 75)

○ **Instructions:**

- Pair up students and have them discuss films they are familiar with.
- Encourage them to ask and answer questions about their preferences and favorite characters.

Lesson 3: Song Time

11. **Listen and sing the song.** (Page 75)

○ **Instructions:**

- Play the song and ask students to listen carefully.
- After listening, have them sing along to practice pronunciation and rhythm.

23rd Week: 3-7 March Time: 40+40+40

Objective:

Students will practice reading comprehension and develop their ability to express opinions about films.

Lesson 1: Reading & Speaking

12. **Think about two famous film characters. What do you think about them and their movies? Explain briefly.** (Page 75)

○ **Instructions:**

- Ask students to think of two famous film characters they know.
- Have them write a brief explanation of their thoughts about these characters and their movies, then share with the class.

13. **Before you read, look at the poster and answer: What do you know about this film? What's its name?** (Page 76)

○ **Instructions:**

- Show students the film poster on page 76 and ask them to discuss what they know about the film.
- Encourage them to guess the name of the film based on the poster.

Lesson 2: Reading & Speaking

14. **Read the film poster and answer. Where can you buy the film tickets?** (Page 76)

○ **Instructions:**

- Students read the film poster on page 76.
- Ask them to answer the question about where they can buy the film tickets.

15. **Read the questions and say the answers.** (Page 76)

○ **Instructions:**

- Have students read the questions on page 76 and answer them aloud.
- Discuss the answers as a class to ensure comprehension.

16. **What is on at the cinema these days? Search and give information about the films, times and the cinemas.**

- Give this task as homework.

Lesson 3: Speaking

17. **What do you think about these characters? Look and match the words with the characters.** (Page 77)

○ **Instructions:**

- Ask students to match the descriptive words with the correct film characters on page 77.
- Discuss the correct matches together as a class.

18. **Search the Internet about these films. What are they about? Give information about the characters.**

- Give this task as homework.

24th Week: 10-14 March Time: 40+40+40

Objective:

Students will consolidate their knowledge of movie-related vocabulary and practice describing film characters.

Lesson 1: Listening & Speaking

19. Before you listen, answer: What do you know about the film “The Good Dinosaur”? (Page 77)

○ **Instructions:**

- Ask students what they know about the film “The Good Dinosaur.”
- Encourage them to share their thoughts with the class.

20. Listen to Cathy and Derek’s dialogue and match the names with the characters. (Page 77)

○ **Instructions:**

- Play the audio and ask students to match the names with the correct characters based on the dialogue they hear.

Lesson 2: Listening & Speaking

21. Listen to part 20 again. Read and write true (T) or false (F). (Page 78)

○ **Instructions:**

- Play the audio again and have students determine if the statements are true or false.
- Discuss the answers as a class.

22. Look at the pictures from the film “The Jungle Book”. Ask and answer questions about the film, the characters, your likes, and dislikes. Use the keywords. (Page 79)

○ **Instructions:**

- Show students the pictures from "The Jungle Book" on page 79.
- Encourage them to ask and answer questions about the film, using the provided keywords to guide their discussion.

Lesson 3: Assignment & Self-Assessment

Write the new words in your visual dictionary. Draw or stick pictures for them. (Page 80)

○ **Instructions:**

- Ask students to write down the new vocabulary words they have learned in this unit.
- They should draw or stick pictures next to each word to help with memorization.

Prepare a film poster. Work in groups and describe your poster to your friends. (Page 80)

○ **Instructions:**

- Divide the class into small groups and have each group create a film poster.
- Each group will then present their poster to the class and describe it.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

Uygundur .../.../...

Okul Müdürü