

LESSON PLAN

Grade: 5

Unit: 8 – FITNESS

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can't, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging.</p> <p>Asking for clarification Sorry, can/could you repeat that, please?</p> <p>Making/accepting/refusing simple suggestions Let's go hiking! —OK/That sounds great./That's a good idea. How about jogging? —Sorry. I can't now. I must study. —No. I am too tired. —Well, sorry but I must...</p>	<p>Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities.</p> <p>Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said.</p> <p>Reading E5.8.R1. Students will be able to understand simple texts about sports activities.</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>	

28th Week: 14-18 April Time: 40+40+40

Objective: Students will learn vocabulary related to fitness activities, practice listening and speaking skills, and understand how to describe different fitness exercises.

Lesson 1: Get Ready & Listening

1. **Look at the pictures. Match the capital letters with the small letters to learn the activities. Then, listen and repeat.** (Page 94)
 - **Instructions:**
 Show the pictures of activities on page 94 and ask students to match the capital letters with the small letters.
 Play the audio and have students listen and repeat the names of the activities.
2. **Before you listen, answer: What is your favourite exercise?** (Page 95)

- **Instructions:**
Ask students to think about their favorite exercise.
Encourage them to share their answers with the class, using full sentences.
- 3. **Listen to the dialogue and answer: What do they decide to do in the end?** (Page 95)
- **Instructions:**
Play the audio and ask students to listen carefully to the dialogue.
Have them answer the question about what the characters decide to do at the end of the dialogue.
- 4. **Listen to part 3 again. Read the sentences and write true (T) or false (F).** (Page 95)
- **Instructions:**
Play the audio from part 3 again.
Ask students to read the sentences on page 95 and decide if they are true or false.
Review the answers together as a class.

Lesson 2: Speaking & Matching

- 5. **What sports can/can't you do? Work in pairs, ask and answer questions. Suggest doing some sports together.** (Page 95)
- **Instructions:**
Pair up students and have them discuss the sports they can and can't do.
Encourage them to make suggestions for doing sports together, using phrases like "How about...?" or "Let's...".
- 6. **Do you know the classroom language for PE? Match the pictures with the sentences. There's one extra sentence.** (Page 96)
- **Instructions:**
Show the pictures on page 96 and ask students to match them with the correct sentences.
Discuss the extra sentence and why it doesn't match any picture.

Lesson 3: Reading & Speaking

- 7. **Before you read, answer: Do you do gymnastics? Why/Why not?** (Page 97)
- **Instructions:**
Engage students in a discussion about gymnastics.
Ask them to share if they do gymnastics and why or why not.
- 8. **Read the information about Maggie and underline her favourite sports.** (Page 97)
- **Instructions:**
Ask students to read the text about Maggie on page 97.
Have them underline the sports that Maggie likes the most.
- 9. **Answer the questions.** (Page 97)
- **Instructions:**
Have students read and answer the questions based on the text about Maggie.
Review the answers together as a class.

29th Week: 21-25 April Time: 40+40+40

Objective: Students will work on listening comprehension, speaking skills, and understanding sports-related vocabulary and activities.

Lesson 1: Speaking & Writing

- 10. **What is your favourite sport? Write a short paragraph and explain as in part 8.** (Page 97)
- **Instructions:**
Ask students to write a short paragraph about their favourite sport.
Encourage them to share their sentences with the class.

11. **Look at the sports equipment pictures and their names. Guess and match them with the sports.**

There's one extra sport. (Page 98)

- **Instructions:**

Show the pictures of sports equipment on page 98 and ask students to match them with the corresponding sports.

Discuss the extra sport and its related equipment.

12. **Make dialogues as in the example.** (Page 98)

- **Instructions:**

Ask students to work in pairs to create dialogues based on the example provided on page 98.

Encourage them to use the vocabulary related to sports and equipment.

Lesson 2: Listening & Speaking

13. **Before you listen, answer: Do you join a sports club at school? Which one?** (Page 99)

- **Instructions:**

Engage students in a discussion about sports clubs at school.

Ask them to share if they join any sports clubs and which ones they participate in.

14. **Listen to the telephone conversation. Write the missing information on the registration form.** (Page 99)

- **Instructions:**

Play the audio and ask students to listen carefully to the telephone conversation.

Have them fill in the missing information on the sports club registration form provided on page 99.

15. **Listen to part 14 again. Write true (T) or false (F).** (Page 99)

- **Instructions:**

Play the audio from part 14 again.

Ask students to read the statements on page 99 and decide if they are true or false.

Discuss the answers together as a class.

Lesson 3: Writing & Puzzle

16. **Work in pairs. Ask and answer questions to fill in the form. Use "Can/Could you repeat that, please?".** (Page 100)

- **Instructions:**

Pair up students and have them ask each other questions to fill in the form on page 100.

Encourage the use of polite phrases like "Can/Could you repeat that, please?".

17. **Listen and sing the song.** (Page 100)

- **Instructions:**

Play the song and ask students to listen carefully.

Encourage them to sing along with the music, focusing on pronunciation and rhythm.

18. **Look at the pictures. First, write the missing letters, then solve the puzzle.** (Page 101)

- **Instructions:**

Show the pictures on page 101 and ask students to fill in the missing letters for each word.

Have them solve the puzzle based on the words they completed.

30th Week: 28 April -2 May Time: 40+40+40

Objective: Students will consolidate their learning through reading, speaking, writing activities, and creative tasks, and complete a self-assessment.

Lesson 1: Listening & Speaking

19. **Before you listen, look at the pictures. Which one do you like doing most? Rate from 1 to 5.** (Page 102)

- **Instructions:**

Ask students to look at the pictures on page 102 and rate the activities from 1 (most liked) to 5 (least liked). Discuss their preferences as a class.

20. **Listen to the dialogue and answer: What does Julia suggest doing?** (Page 102)

- **Instructions:**

Play the audio and ask students to listen carefully.
Have them answer the question about Julia's suggestion.

21. **Listen to part 20 again. Fill in the blanks in the sentences.** (Page 102)

- **Instructions:**

Play the audio from part 20 again.
Ask students to fill in the blanks in the sentences on page 102.

22. **Work in pairs and make a dialogue as in part 20. Look at part 20 and choose three activities. Make suggestions.** (Page 102)

- **Instructions:**

Ask students to work in pairs and make dialogues based on the example given in part 20.
Encourage them to use expressions to make suggestions about activities.

Lesson 2: Reading & Assignment

23. **Match the pictures with the sports names. Which of these sports can/can't you do? Write in the boxes. There's one extra sport.** (Page 103)

- **Instructions:**

Ask students to match the pictures with the correct sports names on page 103.
Have them indicate which sports they can and can't do in the provided boxes.

Assignment:

Write the new words in your visual dictionary. Draw or stick pictures for them. (Page 104)

- **Instructions:**

Instruct students to write down the new vocabulary words in their visual dictionary and draw or stick pictures that represent each word.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü