

LESSON PLAN

Grade: 6

Unit: Unit 6 – Occupations

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990.</p>	<p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</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

1. Look at the pictures below. Do you know their occupations? Use your dictionary and learn. Then, complete the sentences.

Explain the task. The aim of this activity is to make students learn the occupations. Tell the students to use their dictionary and complete the sentences using the occupations. (p.90)

2. Who are talking? Listen and tick the pictures above. (Track 24)

Explain the task and play the recording. Students listen and tick the pictures. Check the answers as a class. (p.90)

3. Read the sentences. Write the occupations.

Let your students read the sentences and write the occupations into the blanks. Give them some time for completing the task. Monitor students and help them if needed. Check the answers as a class. (p.90)

4. Work in pairs. Choose an occupation. Ask and answer.

First cover the occupations and the phrases. The aim of this activity is to make students ask and answer about the occupations. 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.91)

5. Now, write about your friend's occupation as in the example.

Explain the activity. The aim of this activity is to make students write about occupations. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.91)

6. Look at the pictures below. Describe the occupations using the words in the boxes 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 describe occupations using the words in the boxes. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their descriptions with the class. (p.92)

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

7. Prepare an occupation card. Work in groups and make a chain conversation as in the example.

Explain the task. Read the speech bubbles aloud. Tell them prepare occupation cards and make chain conversations. Give them some time for completing the task. When they finish the task, ask if there are any volunteers to share the conversations. (p.93)

8. Work in pairs.

Student A: Think of an occupation.

Student B: Ask questions and find the occupation.

First cover the speech bubbles. The aim of this activity is to make students ask and answer about the occupations. 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.93)

Assignment: Find out the occupations of your family members. Write what they do. (p.93)

9. Listen to the dialogue. Circle the correct words. Then, act out new dialogues using the other bold words. (Track 25)

First draw students attention to the pictures. Explain the task and play the recording. Students listen and circle the correct words according to the recording they hear. Check the answers as a class. (p.94)

10. Imagine that you are a farmer. Write about your daily routines.

First cover the unknown words. Make sure students know all the words. The aim of this activity is to make students write about their imaginary daily routines. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.94)

11. Now, talk about your daily routines.

Explain the task. Ask the students to talk about their daily routines. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.94)

12. Listen again and write True (T) or False (F). (Track 26)

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.95)

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

13. Look at the notes about Dr. Suzan Fisher and fill in the blanks on the web page.

Let your students read the notes and fill in the blanks on the web page. Give them some time for reading the text and if they have problems with the unknown words, make short and brief explanations for these words in English. Make an oral check for the answers. (p.95)

14. Read the text in activity 13 again and answer the questions.

Let your students read the text again and answer the questions. Give them some time for reading the text again. Monitor students and help them if needed. Check the answers as a class. (p.95)

15. Listen and fill in the tables for Suzan. (Track 27)

Explain the task and play the recording. Students listen and complete the text according to the recording they hear. Check the answers as a class. (p.96)

16. Talk about Suzan.

Explain the activity and read the speech bubble aloud. The aim of this activity is to make students speak. When they finish the task, ask if there are any volunteers to share their answers with the class. (p.96)

17. Read and complete.

First tell your students to read the Attention box. Make sure that your students remember the ordinal numbers. Then, ask them to complete the numbers. Elicit the answers. (p.97)

18. Work in pairs. Ask questions about your friend's family members and relatives as in the example.

First cover the speech bubbles. The aim of this activity is to make students ask and answer about their family members. 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.97)

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

19. Now, write about your friend's relatives and family members.

Explain the activity. The aim of this activity is to make students write about their relatives and family members. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.97)

20. Look at the pictures. Read the clues and answer the questions.

Explain the task. Then, ask your students to read the clues and answer the questions. Give them some time for answering the questions. Monitor students and help them if needed. Check the answers as a class. (p.98)

21. Compare the jobs above.

First cover the unknown words. Make sure students know all the words. The aim of this activity is to make students compare the jobs. 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.98)

22. Read the dialogue. Then, prepare a similar dialogue with your partner using the clues in activity 21.

Explain the activity and read the example dialogue aloud. Then, ask students to prepare a similar dialogue with their partners. Give them enough time to complete the task. When they finish the task, elicit the answers. (p.98)

Assignment: Keep expanding your visual dictionary by including new vocabulary items. (p.98)

LET'S PRACTICE

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.99-100-101-102)

- 1. Find the occupations in the crossword puzzle.** (p.99)
- 2. Read the sentences. Write the occupations from the crossword puzzle.** (p.99)
- 3. Match the jobs to their works and tools. Then, ask and answer.** (p.100)
- 4. Now, compare the jobs above.** (p.100)
- 5. Read and fill in the blanks with "is, are, was, were".** (p.100)
- 6. Do the quiz and find: What jobs fit you?** (p.101)
- 7. What do you want to be in future? Think of this occupation. Do the job analysis below. Then, talk about it.** (p.102)
- 8. Match the sentences to the dates. Find the extra date.** (p.102)

VOCABULARY

1. Look at the hats and caps below and write the occupations near them.

Ask your students to look at the pictures write the occupations. Give them some time to complete the task. Check the answers as a class. (p.103)

2. Find the different one.

Ask your students find the ODD words. Give them some time to complete the task. Check the answers as a class. (p.103)

3. Add letters and write the months.

Ask your students add letters and write the months. Give them some time to complete the task. Check the answers as a class. (p.103)

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü