

LESSON PLAN

Grade: 6

Unit: Unit 7 – Holidays

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week.</p>	<p>Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.SI1. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.</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>	

25th Week: 17-21 March Time: 40+40+40

1. Look at Michael's photo album. Match the pictures to the sentences.

Direct students attention to the pictures on page 106. Explain the task and allow students some time to match the pictures with the sentences. Check the answers as a class.(p.106)

2. Where were you? Choose the correct word and fill in the blanks for yourself.

Explain the activity. Ask the students to choose the correct word and fill in the blanks. Give them enough time to complete the sentences. When they finish the task, elicit their answers. (p.106)

3. Listen and find: Was Michael on holiday last week? (Track 28)

Explain the task and play the recording. Students listen and answer the question. Check the answers as a class. (p.107)

4. Listen again and tick the correct sentences. (Track 29)

Explain the task and play the recording again. Students listen and tick the correct sentences. Check the answers as a class. (p.107)

5. Fill in the table below for yourself. Then, choose a row and make sentences as in the example.

Explain the task. First, cover the table. Then, ask students to choose a row and make sentences as in the example. Read the example aloud. 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.107)

6. Work in pairs. Look at the table again. Prepare a similar dialogue as in activity 3.

Read the speech bubbles aloud. The aim of this activity is to make students ask and answer about their holidays. 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.107)

7. Read the dialogue and fill in the blanks. Then, act it out.

First cover the unknown words. Make sure students know all the words. Then, ask students to read the dialogue and fill in the blanks using the correct words. Give them enough time to complete the task. When they finish the task, ask if there are any volunteers to share act out the dialogue. (p.108)

8. What did Julia do on holiday? Read the dialogue again and tick.

Let your students read the dialogue again and tick the correct sentences. Give them some time for reading the dialogue 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.108)

26th Week: 24-28 March Time: 40+40+40

9. Think about Julia and Michael's holidays. Write their names to make sentences.

Explain the task and allow students to think about Julia and Michael's holidays and complete the task. Students check their answers in pairs. Check the answers as a class. (p.109)

10. Choose the correct answers. Then, say: What do you think about a farm holiday?

Let your students read the dialogue again and choose the correct answers. Give them some time for reading the dialogue again. Monitor students and help them if needed. Check the answers as a class. (p.109)

11. Julia helped her grandfather. She's a helpful and respectful girl. Do you help your grandparents? What do you do?

Explain the task and ask students to answer the question. Check the answers as a class. (p.109)

12. Talk about Michael. What did / didn't he do in Antalya?

Explain the activity and draw students' attention to the pictures. The aim of this activity is to make students create negative and positive sentences. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.110)

13. Write about Michael's holiday.

Explain the activity and draw students' attention to the pictures again. Ask students to write a paragraph about Michael's holiday. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.110)

14. Listen and circle what you hear. (Track 30)

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.111)

15. Make up another story using the clues in activity 14.

16. Fill in the blanks in the boxes in activity 14. Make up and write down your own story.

Explain the task. Assign activities 15-16 activity as a homework. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.111)

27th Week: 7-11 April Time: 40+40+40

17. Look at the schedule and read John's postcard. Then, fill in the blanks.

First cover the unknown words. Make sure students know all the words. Then, tell students to look at the schedule and read John's postcard. Then, ask them to fill in the blanks. Give them enough time to complete the task. When they finish the task, elicit their answers. (p.112)

18. Work in pairs. One of you is John. Ask and answer.

Read the speech bubbles aloud. The aim of this activity is to make students ask and answer about their past activities. 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.112)

19. Look at the brochure and make an imaginary schedule for yourself. Then, talk about your past activities.

Explain the activity. The aim of this activity is to make students talk about their past activities. Give them enough time to make an imaginary schedule first. Then, ask them to prepare a speech about their past activities. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.113)

Assignment: Prepare a brochure. Show different places for different holiday activities in your country. (p.113)

Assignment: Prepare a postcard and write about what you did on your holiday. (p.114)

20. Work in pairs. Ask and answer about your last holiday, travel, accommodation and feelings.

Read the speech bubbles aloud. The aim of this activity is to make students ask and answer about their holidays. 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.114)

LET'S PRACTICE

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.115-116-117-118)

1. Do the quiz and find the best holiday type for you. (p.115)
2. Fill in the blanks with the correct forms of the words. (p.116)
3. Read the text again and write True (T) or False (F). Correct the false sentences. (p.116)
4. Match the questions to the answers. One is extra. (p.117)
5. Look at the pictures and answer the questions. (p.117)
6. Clara visited 4 cities in Türkiye on her holiday. Look at the pictures and write True (T) or False (F). (p.118)
7. Work in pairs.
Student A: Think of a city in activity 6.
Student B: Ask questions and guess the city. (p.102)
8. Match the sentences to the dates. Find the extra date. (p.118)

VOCABULARY

1. Look at the pictures and do the puzzle.

Ask your students to look at the pictures and do the puzzle. Give them some time to complete the task. Check the answers as a class. (p.119)

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü