

LESSON PLAN

Grade: 6

Unit: Unit 8 – BOOKWORMS

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can't find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries.</p>	<p>Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.</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

1. Look at the pictures and fill in the blanks.

Direct students attention to the pictures on page 106. Explain the task. Ask students to look at the pictures and fill in the blanks. Allow students some time to complete the task. Check the answers as a class.(p.122)

2. Answer the questions.

Explain the activity. Read the questions aloud. Ask the students to answer them. Give them enough time to answer the questions and take some notes. When they finish the task, elicit their answers. (p.122)

3. Read the text and fill in the blanks. Then, listen and check. (Track 31)

Explain the task. Tell students to read the text and fill in the blanks using the words given. Then, play the recording. Students listen and check their answers. Check the answers as a class. (p.123)

4. Read the verbs below. Find the past forms of them in the text above and write. Go to page 182 and check your answers.

First cover the unknown words. Make sure students know all the words. Then, ask students to find the past forms of the verbs in the text. Give them enough time to complete the task. Check the answers as a class. (p.123)

5. Read the text in activity 3 again and write True (T), False (F) or No Information(NI).

Explain the task. Tell students to read the text again and mark the sentences as True (T) or False (F). Correct the false sentences according to the text. Check the answers as a class. (p.124)

6. Look at the underlined words in the text in activity 3. Then, fill in the blanks with “up, at, for”.

Direct students' attention to the pictures. Explain the task. Ask students to look at the underlined words in the text and fill in the blanks using “up, at, for”. Elicit their answers. (p.124)

7. Read the text and answer the questions.

Let your students read the text and answer the questions. 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.125)

8. Listen and label the books. (Track 32)

First draw students' attention to the Attention box and cover prepositions. Explain the task and play the recording. Students listen and label the books according to the recording they hear. Check the answers as a class. (p.126)

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

9. Cut out the pictures. Listen and paste them. (Track 33)

First draw students' attention to the picture. Explain the task and play the recording. Students listen and cut out the pictures on page 191 and paste them according to the recording they hear. Check the answers as a class. (p.127)

10. Now, write about the room in activity 9.

Explain the activity and draw students' attention to the picture again. Ask students to write a paragraph about the room in the picture. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.127)

11. Talk about your own bedroom.

Explain the activity. The aim of this activity is to make students create sentences about their own bedroom. When they finish the task, ask if there are any volunteers to share their sentences with the class. (p.127)

12. It's May now. Look at last month's magazine below. What is it about?

First cover the unknown words. Make sure students know all the words. Ask students to look at the magazine and tell what it is about. Give them enough time. When they finish the task, ask if there are any volunteers to share their answers. (p.128)

13. Read last month's magazine again and write: What did you do?

Explain the activity. Ask students to read the magazine again and write what they did. Give them enough time to make sentences. When they finish the task, ask if there are any volunteers to share their answers with the class. (p.128)

14. Read the sentences below and tick the ones you did. Then, work in pairs. Swap your books and talk about your friend.

Explain the task. Let your students read the text sentences and tick the ones they did. Then, tell them to work in pairs, swap the books and talk about their friends. Give them some time for completing the task. Make an oral check for the answers. (p.129)

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

15. Who said these sentences? Choose the correct answers

Explain the task. Then, ask your students to read the sentences and choose the correct answers.. Give them some time for answering the questions. Monitor students and help them if needed. Check the answers as a class. (p.130)

Assignment: Keep expanding your visual dictionary by including new vocabulary items. (p.130)

LET'S PRACTICE

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.131-132-133-134)

1. Read and label the pictures with the bold words from the text. Use your dictionary if necessary (p.131)

2. Read the text again and write True (T), False (F) or No Information (NI). (p.131)

3. What do the words below mean in your language? You can use your dictionary to learn their meanings. Then, classify them as "Real" or "Imaginary". (p.132)

4. Read the fairy tale and fill in the blanks with the correct forms of the verbs. Then, go to page 176 and check your answers. (p.132)

5. Read the fairy tale again and complete the sentences. (p.133)

6. Describe the pictures in activity 4. (p.133)

7. Read the fairy tale again and complete the story map below. Then, retell the fairy tale. (p.133)

8. What's your favorite book? Who is its author? (p.133)

9. Look at the pictures and write sentences as in the example. (p.134)

VOCABULARY

1. Find the past forms of these verbs in the puzzle and write.

Ask your students to find the past forms of the verbs in the puzzle. Give them some time to complete the task.
Check the answers as a class. (p.135)

2. Write “in front of / next to / near / behind / between / under / over” under the correct pictures.

Ask your students to look at the pictures write the prepositions. Give them some time to complete the task. Check the answers as a class. (p.135)

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü