

LESSON PLAN

Grade: 6

Unit: Unit 9 – Saving the Planet

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don't waste water. —Unplug the TV. air/water/noise pollution</p>	<p>Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.</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>	

31st Week: 5-9 May Time: 40+40+40

1. Listen to the song and write “Reuse, Reduce and Recycle” into the blanks. (Track 34)

Explain the task and play the recording. Students listen and write “Reuse, Reduce and Recycle” into the blanks according to the recording they hear. Check the answers as a class. (p.138)

2. Look at the signs. What do they mean? Match the parts and find. One is extra.

Draw students' attention to the pictures. First cover the unknown words. Make sure students know all the words. Ask your students to look at the signs and match the parts. Give them enough time to complete the task. Elicit the answers. (p.139)

3. What do Mrs. Williams and Bob do to save the environment? Listen and tick. (Track 35)

Explain the task and play the recording. Students listen and tick the correct sentences according to the recording. Check the answers as a class. (p.139)

4. What do you do to save energy and protect the environment? Work in pairs and talk about it.

Explain the task. Tell your students to prepare sentences about saving energy. Give them some time for making sentences. Make an oral check for the answers. (p.139)

5. Read the notices and find the suitable titles. Find the extra title.

Let your students read the text and find the suitable titles. Give them some time for reading the text. Monitor students and help them if needed. Check the answers as a class. (p.140)

6. Read the notices again. List and say Do's and Don'ts.

Explain the activity. Tell students and read the notices again and list Do's and Don'ts. When they finish the task, ask if there are any volunteers to share their lists with the class. (p.140)

7. What are they doing in the pictures below?

Explain the activity. Draw students' attention to the pictures. The aim of this activity is to make students write sentences. 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.141)

8. Listen and circle the pictures above. Which picture is extra? (Track 36)

Explain the task and play the recording. Students listen and circle the pictures according to the recording they hear. Check the answers as a class. (p.141)

32nd Week: 12-16 May Time: 40+40+40

9. Read the notices. Match them to the pictures in activity 7. Which notice is extra?

Let your students read the notices and match them to the pictures in activity 7. Give them some time for reading the notices. Monitor students and help them if needed. Check the answers as a class. (p.141)

10. Look at the pictures below. What are they doing? Then, tell them what to do.

Explain the activity. Draw students' attention to the pictures. The aim of this activity is to make students write sentences. 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.142)

11. Look at the pictures in activities 7 and 10 again. Prepare two notices for them.

Explain the activity. Draw students' attention to the pictures again. Ask students to prepare two notices. 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.142)

12. Listen and fill in the blanks with the words below. Then, act it out. (Track 37)

Explain the task and play the recording. Students listen and fill in the blanks using the given words according to the recording they hear. Check the answers as a class. Then, ask students to act it out. (p.143)

13. Read the definitions below. Find and write the words from activity 12.

First, tell your students to read the definitions. Make sure that your students know the meanings of the words. Then, ask them to write the words from activity 12. Elicit the answers. (p.143)

14. Read the dialogue in activity 12 again and answer the questions.

Let your students read the dialogue again and answer the questions. Give them some time for reading the dialogue again. Monitor students and help them if needed. Check the answers as a class. (p.143)

15. Look at the pictures. Write “should” or “shouldn’t” into the blanks.

Explain the task. Then, ask your students to write “should” or “shouldn’t” 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.144)

16. Work in groups. Ask and give suggestions.

First cover the pictures. The aim of this activity is to make students ask and give suggestions. 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.145)

33rd Week: 19-23 May Time: 40+40+40

17. Look at the poster and read the slogans below. Choose the best slogan for the poster.

First cover the poster. Ask students to look at the poster and choose the best slogan for the poster. Give them enough time to complete the activity. Elicit the answer. (p.145)

Assignment: Prepare slogans / notes / posters about saving energy at school. Hang them on the walls. (p.145)

18. Work in groups. Start an environment club. Name your club.

Explain the activity. Tell students to work in groups and start an environment club and name it. Give them enough time to complete it. (p.146)

19. Answer the questions as a club. Then, ask questions to the other clubs in class.

Explain the activity. Tell students to work in groups and answer the questions. (p.146)

20. Write about the protection of the environment. Give suggestions.

Explain the activity. The aim of this activity is to make students write suggestions to protect the environment. 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.146)

LET'S PRACTICE

Allow students enough time to do the “Let’s Practice” exercises to evaluate themselves. Then elicit the answers. (p.147-148-149-150)

1. Write under the pictures. (p.147)

2. Complete the sentences. (p.147)

3. Can you recycle containers? Follow the steps and make a similar one. (p.148)

4. Look at the pictures below. Choose one. Write the steps and make one. (p.148)

5. How eco-friendly are you? Do the quiz and learn. (p.149)

6. Look at the stamps. Talk about them. What should / shouldn't we do to save the Earth? (p.150)

7. Prepare a "To-Do List" for the environment. (p.150)

VOCABULARY

1. Match the similar words. One is extra.

Ask your students to match the similar words. Give them some time to complete the task. Check the answers as a class. (p.151)

2. Complete the mind map below.

Ask your students to complete the mind map. Give them some time to complete the task. Check the answers as a class. (p.151)

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü