

LESSON PLAN

Grade: 6

Unit: Unit 10 – Democracy

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech.</p>	<p>Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.SI1. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.</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>	

34th Week: 26-30 May Time: 40+40+40

1. Look at the poster and answer the questions.

Direct students attention to the poster on page 154. Explain the task and allow students some time to read the poster and answer the questions. Check the answers as a class. (p.154)

2. Read the speech texts of the candidates. Complete the slogans below.

Explain the task. Then, ask students to read the speech texts and complete the slogans. Give them enough time to complete the task. When they finish the task, elicit the answers. (p.155)

3. Read the speech texts again and write the names of the candidates.

Let your students read the texts again and write the names of the candidates. Give them some time for reading the texts again. Monitor students and help them if needed. Check the answers as a class. (p.155)

4. Match the words to their meanings. You can use your dictionaries. One is extra.

Explain the task and ask students to match the words to their meanings. Check the answers as a class. (p.156)

5. Listen and write True (T) or False (F). (Track 38)

Explain the task and play the recording. Students listen and write true or false. Check the answers as a class. (p.156)

6. Listen again and circle the characteristics of the candidates. (Track 39)

Explain the task and play the recording again. Students listen and circle the characteristics of the candidates. Check the answers as a class. (p.156)

7. Now, match the parts. One is extra.

Explain the task and ask students to match the parts. Check the answers as a class. (p.157)

8. Who is your candidate, Samantha, Kimberly or Daren? Why?

Ask your students to answer the question. Elicit their answers. (p.157)

9. Circle and say: What should a school president be like?

First cover the unknown words. Make sure students know all the words. Then, ask students to circle and answer What a school president should be like. Give them enough time to complete the task. When they finish the task, elicit their answers. (p.157)

35th Week: 2-6 June Time: 40+40+40

10. What should / shouldn't a candidate do? Work in pairs. Read the list and talk about it.

Explain the activity and draw students' attention to the list. The aim of this activity is to make students talk about the characteristics of a candidate. When they finish the task, ask if there are any volunteers to share their ideas with the class. (p.158)

11. Listen to the headmaster's speech and correct the sentences. (Track 40)

Explain the task and play the recording. Students listen and correct the sentences. Check the answers as a class. (p.158)

12. Read the steps and write them under the pictures.

Direct students attention to the pictures on page 159. Explain the task and allow students some time to match the pictures with the sentences. Check the answers as a class.(p.159)

13. Look at the election results and answer.

Let your students read the election results and answer the questions. Give them some time for completing the task. Monitor students and help them if needed. Check the answers as a class. (p.159)

14. Complete and say the sentences.

First cover the phrases. The aim of this activity is to make students complete the sentences. Give them enough time to complete the task. Elicit the answers. (p.160)

15. Read the sentences below and write “should” or “shouldn’t” into the blanks.

Explain the task. Tell the students to read the sentences and write “should” or “shouldn’t” into the blanks. Give them some time for completing the task. Check the answers as a class. (p.160)

16. Look at the pictures below and talk about the class president poll.

Direct students attention to the pictures on page 161. Explain the task and allow students some time to prepare a speech about the class president poll. Check the answers as a class.(p.161)

Assignment: Work in groups and create an election campaign poster for classroom presidency. (p.161)

17. Imagine that there is a class president election. You’re one of the candidates. Write a paragraph. Write about your projects.

Explain the task. The aim of this activity is to make students write a paragraph about their projects. 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.162)

36th Week: 9-13 June Time: 40+40+40

18. Imagine that you won the election. Explain: What happened? How do you feel now?

What are your responsibilities?

Explain the task. Tell your students to answer the questions. Give them enough time to answer the questions. When they finish the task, ask if there are any volunteers to share their answers. (p.162)

19. Match the children rights to the children responsibilities and say.

Explain the task and allow students some time to match the phrases. Check the answers as a class.(p.162)

Assignment: Complete and reflect on your visual dictionary. (p.162)

LET’S PRACTICE

Allow students enough time to do the “Let’s Practice” exercises to evaluate themselves. Then elicit the answers. (p.163-164)

1. Choose the correct alternatives. (p.163)

- 2. Look at the poster and give a campaign speech for Rikki. Then, write a similar slogan for you. (p.164)**
- 3. Put them into the correct boxes. (p.164)**
- 4. Read the text and choose the missing words. (p.165)**
- 5. Read the text in activity 4 again and answer the questions. (p.165)**
- 6. Work in groups of 8-10. Start a school club. Two of you should be candidates. Choose your club president. (p.166)**
- 7. Answer the questions. (p.166)**
- 8. Summarize the election. What happened? (p.166)**

VOCABULARY

- 1. Play a game. Work in pairs. Make and throw the dice. Say four things about the topics.**

Explain the game. Play the game as a class. (p.167)

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü