**2022-2023 EDUCATIONAL YEAR   
ENGLISH LESSON PLAN FOR 6th GRADES**

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| **DATE / TIME** | 26 - 30 September / 40 min. + 40 min. + 40 min. |
| **UNIT** | Unit 1 Life |
| **TOPIC PATTERN** | Describing what people do regularly (Making simple inquiries)  Telling the time and dates |

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| **LEARNING OUTCOMES AND TARGET BEHAVIOURS** | **Listening**  **E6.1.L1.** Students will be able to recognize phrases, words, and expressions related to repeated actions.  **Spoken Interaction**  **E6.1.SI1.** Students will be able to talk about repeated actions.  **Spoken Production**  **E6.1.SP1.** Students will be able to use a series of phrases and simple expressions to express their  repeated actions.  **E6.1.SP2.** Students will be able to tell the time and dates**.**  **Reading**  **E6.1.R1.** Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | |
| **TEACHING METHODS AND TECHNIQUES** | Communicative approach, TPR, Audio-lingual method, MI | |
| **TOOLS AND RESOURCES** | - Course book - Interactive Board  - Pictures -Activity Book  - Flashcards -Cram And Wordwall Games | |
| **FUNCTIONS AND LANGUAGES** | What do you do at/after school?  —I do my homework.  —I play football on Wednesdays.  —I finish all my homework.  —I go to my step dance class.  What does s/he do at/after school?  —S/he listens to the teacher.  —S/he helps her/his mother.  —S/he rests after school. | What time is it? / What is the time?  —It’s five p.m.  —It’s quarter past five.  —It’s ten to nine.  —It’s twenty past three.  What is the date today?  —11 August 2016.  attend -- diary, -ies – rest -- run errands  take ... ... a nap / ... care of something /... courses  visit ... ... friends /... my aunt/uncle.  traditional/folk dance |
| **TEACHING LEARNING ACTIVITIES** | **SPEAKING**  **20. What do you usually do at the weekends? Explain briefly.**  Make sure students remember the daily routines. The aim of this activity is to make students create new sentences on daily activities. When they finish the task, ask if there are any volunteers to share their sentences with the class.  **LISTENING**  **21. Before you listen, answer the question: What do you do at these times of the day?**  Before the listening, ask students What they do these times of the day. Elicit the answers.  **22. Listen and complete the sentence. (Track 6)**  Explain the task and play the recording. Students listen and complete the sentence according to the recording they hear. Check the answers as a class.  **23. Listen to track 6 again and answer the questions.**  Explain the task and play the recording again. Students listen and answer the questions according to the recording they hear. Check the answers as a class.  **WRITING & SPEAKING**  **24. Work in pairs. Ask your friend questions and complete the diary. Then explain your friend’s weekly plan.**  Explain the task and read the dialogue aloud as an example. Let them walk around asking the questions to their friends and have them write their answers on the table. Finally, ask students to write up statements about the results of the survey report.  **READING *&* SPEAKING**  **25. Read the invitation cards and the tickets below. Give information about them as in the example.**  Explain the task and read the example aloud. Allow students enough time to complete the task. Monitor the activity around the class. Then ask some students to share their sentences. | |
| **TASKS AND ACTIVITIES** | Tables  Labeling  Making puppets  Matching | |
| **ASSIGNMENT** | Students will explain what they do in a regular day. | |
| **ASSESSMENT AND EVALUATION** | Drama  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  True/False | |

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**English Language Teacher**

**APPROVED**

**12/09/2022**

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**Headmaster**