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

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| **DATE / TIME** | 31 October-04 November min. 40+40+40 |
| **UNIT** | Unit: 2 Yummy Breakfast |
| **TOPIC PATTERN** | Accepting and refusing  Describing what people do regularly  Expressing likes and dislikes |

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| **LEARNING OUTCOMES AND TARGET BEHAVIOURS** | **Listening**  **E6.2.L1.** Students will be able to identify the names of different food in an oral text.  **Spoken Interaction**  **E6.2.SI1.** Students will be able to ask people about their food preferences.  **Spoken Production**  **E6.2.SP1.** Students will be able to express their opinions about the food they like and don’t like.  **Reading**  **E6.2.R1.** Students will be able to understand short and simple texts about food and preferences.  **E6.2.R2.** Students will be able to understand thelabel of food products. | |
| **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** | Can I have some cheese?  —Sure.  —No, it’s all gone.  Do you want some tea?  —Yes, please.  —No, thanks. I don’t like tea.  —No, thanks. I don’t want any tea.  I eat honey and butter in the mornings. | Yummy! I love/like muffins!  I don’t like junk food.  It’s my favorite!  Enjoy it!  bagel, -s – butter -- cereal  croissant, -s -- egg, -s  fruit/orange/apple/… juice  jam -- junk food -- muffin, -s -- pancake, -s  sausage, -s – nutritious -- tea/coffee/milk |
| **TEACHING LEARNING ACTIVITIES** | **SPEAKING**  **22. Make dialogues using the food in activity 21 as in the example.**  First cover all the vocabulary in activity 21. Make sure students know all the words. Then, read the example dialogue aloud. Ask students to make dialogues as in the example. When they finish the task, ask if there are any volunteers to read the dialogue.  **READING**  **23. Before you read, answer the question: Do you think chocolate is nutritious or junk food?**  Before reading, ask students if they think chocolate is nutritious or junk food. Elicit the answers.  **24. Read the label of the chocolate packet and answer the question: Is there any fat in it?**  Let your students read the label of the chocolate packet and ask them if there is any fat in it. Give them some time for reading 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.  **25. Read the label again and write true (T) or false (F).**  First cover the sentences given. Explain the task. Students read and decide if the sentences are true or false according to the label of the chocolate packet. Check the answers as a class.  **DRAWING *&* WRITING**  **26.** **Think about some packaged food. Draw it and write a label for it.**  Explain the task. Give them some time. Monitor students and help them if needed.  **ASSIGNMENTS**  **Categorize your breakfast food and drinks on a poster.**  The aim of this activity is to make students prepare a poster. If necessary, assign this activity as a homework. | |
| **TASKS AND ACTIVITIES** | Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Making puppets  Questions and Answers  Reordering | |
| **ASSIGNMENT** | Students will explain what they have at breakfast to the class | |
| **ASSESSMENT AND EVALUATION** | Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Labeling  Making Puppets  Matching  Questions and Answers  **https://www.ingilizceciyiz.com/** | |

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**English Language Teacher**

**APPROVED**

**31/10/2022**

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**Headmaster**

**https://www.ingilizceciyiz.com/**