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

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| **DATE / TIME** | 28 November - 02 December / 40 min. + 40 min. + 40 min. |
| **UNIT** | Unit: 3 Downtown |
| **TOPIC PATTERN** | Describing places (Making comparisons)  Describing what people are doing now (Making simple inquiries) |

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| **LEARNING OUTCOMES AND TARGET BEHAVIOURS** | **Listening**  **E6.3.L1.** Students will be able to identify expressions and phrases related to present events.  **E6.3.L2.** Students will be able to pick up the expressions in a dialogue comparing things.  **Spoken Interaction**  **E6.3.SI1.** Students will be able to ask people questions about what they are doing at the moment.  **E6.3.SI2.** Students will be able to ask people to compare things.  **Spoken Production**  **E6.3.SP1.** Students will be able to describe people doing different actions.  **E6.3.SP2.** Students will be able to make comparisons between two things.  **Reading**  **E6.3.R1.** Students will be able to understand visually supported, short and simple texts. | |
| **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** | Downtown is busier on Mondays.  A skyscraper is higher than a school building.  Which city is more beautiful?  New York or Istanbul?  The street is more crowded than the park.  What is s/he doing now/at the moment?  —S/he is feeding the street cats.  —Feeding?  —Yes, s/he is.  What is s/he doing right now?  —S/he’s reading a book right now. | busy  crowded  downtown  feed  hometown  high  kiosk, -s  sell  skyscraper, -s  street  town, -s  traffic jam |
| **TEACHING LEARNING ACTIVITIES** | **DRAWING *&* COLOURING**  **15. Read the information and draw a picture. Then colour it.**  Explain the task and read the sentences aloud. Make sure students all understand the sentences. Ask students to draw a picture according to the sentences. When they finish the task, ask if there are any volunteers to show their pictures.  **LISTENING**  **16. Before you listen, answer the questions: Do you like going to the playground? What do you do there?**  Before the listening, ask students if they like going to the playground and what they do there. Elicit the answers.  **17.** **Look at the picture and listen to Mary. Write the names. (Track 13)**  First draw students attention to the pictures. Explain the task and play the recording. Students listen and write the names according to the recording they hear. Check the answers as a class.  **18. Listen to track 13 again and answer the questions.**  Explain the task and play the recording. Students listen and answer the questions according to the recording they hear. Check the answers as a class.  **SPEAKING**  **19. Look at the pictures. What are these people doing? Use the keywords and say.**  Explain the task and direct students’ attention to the pictures. Tell students to look at the pictures and make sentences using the words given. When they finish the task, ask if there are any volunteers to share their sentences with the class.  **READING**  **20. Before you read, answer the question: What is your favourite activity in the park?**  Before reading, ask students what their favourite activity is in the park. Elicit the answers.  **21. Read the sentences, look at the pictures and write children’s names.**  Let your students read the sentences, look at the pictures and write children’s names according to the sentences. Give them some time for reading the sentences 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.  **22. Read the sentences in activity 21 again and answer the questions.**  Explain the task and let students read the sentences again. Students read the sentences and answer the questions according to the sentences. Check the answers as a class. | |
| **TASKS AND ACTIVITIES** | Tables  Labeling  Making puppets  Matching | |
| **ASSIGNMENT** | Students will describe a place that they love to go. | |
| **ASSESSMENT AND EVALUATION** | Drama  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  True/False | |

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**APPROVED**

**07/11/2022**

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**Headmaster**