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

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| **DATE / TIME** | 02 - 06 January / 40 min. + 40 min. + 40 min. |
| **UNIT** | Unit: 5 At the Fair |
| **TOPIC PATTERN** | Describing places  Expressing feelings  Expressing likes and dislikes  Stating personal opinions |

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| **LEARNING OUTCOMES AND TARGET BEHAVIOURS** | **Listening**  **E6.5.L1.** Students will be able to recognize the words related to the expression of emotions.  **Spoken Interaction**  **E6.5.SI1.** Students will be able to talk about and express the feelings and personal opinions about places and things.  **Spoken Production**  **E6.5.SP1.** Students will be able to use various simple expressions to state the feelings and personal opinions about places and things.  **Reading**  **E6.5.R1.** Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things.  **E6.5.R2.** Students will be able to read specific information on a poster about a certain place. | |
| **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** | There are many fun things at the fair.  —Roller coasters are crazy!  —I think they are frightening.  —I agree. I like the roller coaster very much.  —I like the train ride. It is fun.  —I hate bumper cars. They are boring.  —I think a ghost train is more frightening than the roller coaster.  What do you think about fairs?  —I think they are exciting places.  —I disagree. I think they are fun. | amazing  boring  bumper car, -s  carnival  carrousel, -s  crazy  dull  exciting  fantastic  ferris wheel  ghost train, -s  horrible  interesting  roller coaster, -s  terrifying  thrilling |
| **TEACHING LEARNING ACTIVITIES** | **WARM UP**  **1.Look and complete the names under the pictures.**  Read the title of the unit “At the Fair” and ask students to suggest what they think it means. Direct students to the pictures and the words. Ask them to complete the names under the pictures and elicit the answers.  **LISTENING**  **2. Before you listen, answer the questions: Do you like going to the fair? Why/Why not?**  Before the listening, ask students if they like going to the fair. Elicit the answers.  **3. Listen to Janet and write the correct word(s) as in the example. (Track 18)**  Explain the task and play the recording. Students listen and write the correct word(s) as in the example according to the recording they hear. Check the answers as a class.  **4. Listen to track 18 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**  **Talk about a fair and the things there. Tell your likes/dislikes, feelings and opinions. Use the words and phrases below. You can listen to track 18 again as an example.**  Make sure students remember the phrases to talk about their likes and dislikes. The aim of this activity is to make students create new sentences on their likes and dislikes. When they finish the task, ask if there are any volunteers to share their sentences with the class.  **READING**  **1. Before you read, answer the question: What can you do at a fair?**  Before reading, ask students what they can do at fair. Elicit the answers.  **2. Read the poster and answer the question: Where is the fair?**  Let your students read the poster and answer where the fair is. Give them some time for reading the poster 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.  **3. Read the poster again and answer the questions.**  Let your students read the poster again and answer the questions. Give them some time for reading the poster again. Monitor students and help them if needed. Check the answers as a class. | |
| **TASKS AND ACTIVITIES** | Tables  Labeling  Making puppets  Matching | |
| **ASSIGNMENT** | Students will tell where they love to go in fairs. | |
| **ASSESSMENT AND EVALUATION** | Drama  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  True/False | |

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**APPROVED**

**02/01/2023**

**Headmaster**