**…………………………… SECONDARY SCHOOL**

**DAILY ENGLISH LESSON PLAN**

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| **GRADE** | **6th Grade** |
| **DATE** | **10. Week 11-15 NOVEMBER ……/……/2019** |
| **DURATION** | 40 (süreyi o günkü dersiniz 2 saat ise 40+40 şeklinde değiştiriniz) |
| **FOCUS** | Theme 3 |
| **THEME** | Downtown |
| **TOPIC** | Buraya işlediğiniz konunun adını yazacaksınız “To be verbs” ya da “Pronouns” |
| **LANGUAGE SKILLS AND LEARNING OUTCOMES** | **E6.3.L2.** Students will be able to pick up the expressions in a dialogue comparing things.  **E6.3.SI1.** Students will be able to ask people questions about what they are doing at the moment. |
| **FUNCTIONS & USEFUL LANGUAGE** | **Describing places (Making comparisons)**  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. |
| **ACTIVITIES** | BURAYA KİTAPTA İŞLEDİĞİNİZ EGZERSİZ ADINI SAFA NUMARASAIYLA BERABER YAZACAKSINIZ. ÖRNEĞİN 1.B. Listening activity page 9 , kitap dışı bir aktivite yaptıysak “questions (oral and written)” gibi yaptığınız herhangi bir şeyi de yazabilirsiniz. |
| **SUGGESTED CONTEXT & TASKS** | Contexts:Brochures, Conversations, Illustrations, Maps, Magazines, Podcasts  Signs, Songs, Stories, Videos, Websites  Tasks/Activities: Drama (Role Play, Simulation, Pantomime), Information/Opinion Gap Information Transfer Game, Labeling, Matching Question and Answers  True/False/No information |
| **ASSIGNMENT & EVALUATION** | Assignments  • Students keep expanding their visual dictionaryby including new vocabulary items.  • Students take/draw a picture of their street/neighborhood in the morning and describe what everyone is doing (they can use professions as well).  • Students prepare a poster comparing their hometown with another city |

**APPROVED**

**………………………………………**

**……./……../2019**

**English Teacher ……………………**

**Principle**