

UNIT PLAN VIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation		
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1	Lesson 1 "English in Our Life"	EVOCATION Discussion point: Talking about foreign languages speak or would like to learn (ex. 1, p. 6). REALIZATION OF MEANING - Announcing the theme and objectives. - Studying the rubric " Do you know that? " and reading the text about the importance of learning English (p. 6 – the blue square). - Introducing the new vocabulary: Word Bank (p. 6). - Matching the new words to their definitions (ex. 3, p. 6). - Reading activity: Reading the text (ex. 2, p. 6 – the green square). - Identifying the main idea of the text. REFLECTION - Drawing a spidergram to introduce the information from the text (<i>English – the languages it borrowed words from – examples of words from each language</i>). EXTENSSION: ex. 4, p. 7.	5 min.	Textbook.	Communicative Method Whole Class Work Discussion Whole Class Work Audio-lingual Method		
	2.4			48 min.				
	1.1			8 min.			Paper sheets, coloured markers.	Group work Clustering Gallery Tower
	3.1			2 min.			Textbook.	
	3.3							
Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	3.5							
	4.5							
Communicative Competence – Receiving oral messages (Listening)	2.1		EVOCATION Discussion point: Talking about the necessity of speaking English. REALIZATION F MEANING - Reading activity: Unscrambling Emily's letter and reading it (ex. 6, p. 7). - Post-reading activity: Answering questions about the text: - <i>How many languages does Emily study at school?</i> - <i>What language is she going to study?</i> - <i>Why is it important to know more languages in Emily's opinion?</i> - <i>What is Emily's hobby?</i> - Expressing their minds about the fact they would or wouldn't like to have a pen-friend like Emily (ex. 7, p. 7). REFLECTION Studying the profiles, choosing a pen-friend, bringing arguments (ex. 6, p. 7). EXTENSSION: ex. 9, p. 7.	5 min.	Board, chalk.	Brainstorming Whole Class Work Discussion Audio-lingual Method Whole Class Work Text Exercises Questions - answers		
	1.1	48 min.						
	3.1			Textbook.				
	3.3							
	3.4							
	2.4	8 min.		A plastic glass.			Individual Work Exercise Whole Class Work Pens in the glass	
4.1	2 min.							

UNIT PLAN VIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative Competence - Receiving written messages (Reading)	2.2	Lesson 2 “Legendary past”	EVOCATION Talking activity: - Do you recognize the person in the picture? -What do you know about her? - Using the picture of the royal family tree complete the gaps (Appendix 1). - What other British kings and queens do you know? REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Word Bank (p. 8) - Reading activity: Reading the text (ex. 2, p. 8). - Post-reading activity: finding opposites in the text, correcting the sentences, reading the structures, filling the missing words, (ex. 3, 4, 5, 6 p. 8-9). REFLECTION Talking England legendary past. - <i>Today I have learned that</i> EXTENSION: ex. 7, p. 9.	5 min.	Pictures, royal family tree, work sheets.	Questioning Whole Class Work Brainstorming Gap text Group work
	2.4			33 min.		
	3.1			5 min.	Microphone.	Whole Class Work Microphone technique
	3.2			2 min.		
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative Competence - Receiving written messages (Reading)	2.2	Lesson 2 “Legendary past”	EVOCATION Talking activity: - Who is the head of state in Moldova? -What is the name of the Moldovan president? - What other Moldovan presidents do you know? REALIZATION OF MEANING - Scanning the information about the presidents of Moldova, answering the questions and reporting to the class. - Pre-reading activity: Introducing the new words from the text (p. 9) - Reading activity: Reading the text (ex. 8, p. 9). - Post-reading activity: finding synonyms (<i>fight, start, get together, native land, happened</i>) and antonyms (<i>lost, much, father, friend, strong</i>) in the text. REFLECTION Correcting the sentences: 1. During his reign Ștefan cel Mare fought few battles. 2. Once the Turks killed him. 3. He asked his mother, who lived in a little house, for shelter. 4. She offered him shelter. EXTENSION: ex. 9, p. 9.	5 min.	Pictures, information, worksheets (Appendix 2), pens. POWER POINT, computer, projector, screen. Textbooks.	Communicative Method Whole Class Work Discussion Brainstorming Whole Class Work Group work Questions - answers Report Whole Class Work Text Lexical exercises
	2.4			33 min.		
	3.1			5 min.	Board, chalk.	Whole Class Work True – false
	3.2			2 min.		
2.1						

UNIT PLAN VIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1 2.2	Lesson 3 "A life devoted to people"	EVOCATION Talking about Mihai Volontir using the pictures (ex. 1, p. 10). REALIZATION OF MEANING - Pre-reading activity: Introducing the new words from the text (p. 11) - Reading activity: Reading the text (ex. 2, p. 10). - Post-reading activity: answering questions about the text. - Listening activity: ex. 5, p. 11 – the 1 st text on p.101. - Introducing the new grammar topic: Grammar Guide (p. 11). REFLECTION Grammar practice: Filling the right relative (who, whose, that) pronouns in the sentences (ex. 6, p. 11). EXTENSSION: to read and translate the dialogue (ex. 4, p. 11), to write 3 ideas/things they've learned about Mihai Volontir.	5 min.	Textbooks POWER POINT, computer, projector, screen. Blackboard, chalk.	Communicative Method Whole Class Work Discussion Whole Class Work Direct Method Text Questions - answers
Communicative Competence - Receiving written messages (Reading)	3.1 3.3 3.5		25 min.	Textbooks, copybooks, pens.		
Communicative Competence – Receiving oral messages (Listening)	4.5		8 min.		2 min.	Individual Work Exercise
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1 2.2 2.4		Lesson 4 "A song of seasons"	EVOCATION Warm Up activity: a spidergram on the topic SEASONS. Naming the seasons and the months. Describing the weather and activities. REALIZATION OF MEANING - Introducing the new vocabulary: Word Bank (p. 6). - Matching the words combination to the season they describe (ex. 2, p. 12). - Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes. - Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons. REFLECTION - Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions. EXTENSSION Describing their favourite season.	5 min.	Blackboard, chalk. POWER POINT, computer, projector, screen. Textbooks, copybooks, pens.
Communicative Competence - Receiving written messages (Reading)	3.4	25 min.		POWER POINT, computer, projector, screen, a soft ball.		
Communicative Competence – Receiving oral messages (Listening)	1.2 1.4	13 min.			2 min.	Whole Class Work Exercises True – false Riddles Blind hand Ask-throw-answers
Communicative and Pragmatic Competence – Producing written messages (Writing)	2.6					

UNIT PLAN VIth FORM

	2.1 2.2 2.4		<p>EVOCATION</p> <ul style="list-style-type: none"> - What is your favourite season? (Checking the homework) - Describing the seasons, completing the sentences with the given words (Appendix 4). <p>REALIZATION OF MEANING</p> <ul style="list-style-type: none"> - Pre-reading activity: Introducing the new words from the text (p. 13). - Reading activity: Reading the text (ex. 5, p. 13) and role playing it. - Post-reading activity: answering questions about the text. - Watching the movie about the ant and grasshopper, finding differences between the text and the film (https://www.youtube.com/watch?v=6Pxqy-xRDzo). 	10 min. 25 min.	Worksheets POWER POINT, computer, projector, screen. Textbooks, copybooks, pens. Textbooks.	Whole Class Work Homework Group Work Gap text Whole Class Work Text Pair work Role play Questions - answers Comparison Individual work Gap text
	3.4 1.2 1.4		<ul style="list-style-type: none"> - Completing the text about seasons with the correct form of the verbs (ex. 6, p. 13). <p>REFLECTION</p> <ul style="list-style-type: none"> - Completing the table about the seasons (Appendix 5). - Game: The wind of democracy blows for those <i>who are born in winter / like summer / whose favourite season is spring...</i> <p>EXTENSSION: Ex. 7, p. 13.</p>	8 min.	Worksheets.	Group work Table Whole Class Work Game
	2.6			2 min.		
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.2	Lesson 5 "In the country"	<p>EVOCATION</p> <ul style="list-style-type: none"> - Dividing the adjectives into 2 categories describing the life in the country and in the city (ex. 1, p. 14). - Comparing the life in the country and the life in the city (ex. 2, p. 14). <p>REALIZATION OF MEANING</p> <ul style="list-style-type: none"> - Pre-reading activity: Introducing the new vocabulary: Word Bank (p. 14). - Matching exercise (ex. 6, p. 15). - Reading activity: Reading the text (ex. 4, p. 14). - Post-reading activity: answering questions about the text, identifying the true and the false sentences, correcting the false ones (ex. 5, p. 15). - Introducing the new Grammar topic: Grammar Guide (p. 15). <p>REFLECTION</p> <ul style="list-style-type: none"> - Practicing the new Grammar topic (ex. 9, p. 15). - <i>At home I have to / don't have to...</i> <p>EXTENSSION: ex. 8, 10, p. 15.</p>	7 min. 28 min.	Textbooks. Blackboard, chalk. POWER POINT, computer, projector, screen. Textbooks.	Whole Class Work Communicative method Categories Graphical organizer Comparison Whole Class Work Direct Method Text Questions – answers True-false
Communicative Competence - Receiving written messages (Reading)	3.2 3.3 3.5			8 min.	Textbooks, copybooks, pens. A glass.	Individual Work Exercise Whole Class Work Pens in the glass
Communicative and Pragmatic Competence –	4.5			2 min.		

UNIT PLAN VIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation		
Communicative Competence - Receiving written messages (Reading)	2.1	Lesson 6 “At my grand-parents”	EVOCATION Talking about their grandparents’ place (ex. 1, p. 16). REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Word Bank (p. 16). - Reading activity: Reading the text (ex. 2, p. 16). - Post-reading activity: asking and answering questions about the text, completing the sentences taken from the text with the right word (ex. 3, p. 16). - Working with the vocabulary (ex. 4, p. 17). REFLECTION Talking about likes and dislikes. Continue the sentences: <i>I like.... I dislike.... I hate.... I adore.... ... are my favorite.</i> EXTENSSION: to describe their grandparents’ cellar /house / garden.	5 min.	Textbooks.	Communicative Method Whole Class Work Discussion		
	2.4			30 min.			POWER POINT, computer, projector, screen.	Whole Class Work Direct Method Text Individual Work. Lexical exercise
2.2	8 min.			Blackboard, chalk, copybooks, pens.	Whole Class Work Leave the last word for me			
3.1	2 min.							
Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	3.3							
	3.4							
	4.1							
	4.4							
	2.1				EVOCATION Talking activity: - How many days are there in a week/in a month? - How many months/seasons are there in a year? - How many hours are there in a day?	5 min.	Blackboard, chalk, copybooks, pens.	Communicative Method Whole Class Work Discussion
	2.4				REALIZATION OF MEANING - Announcing the theme and objectives. - Selecting the countable and uncountable nouns from the text (ex. 5, p. 17). - Introducing the new Grammar topic: Grammar Guide – usage of <i>many, much, few, little</i> (p. 17). Practicing the new Grammar topic (ex. 6, 7, p. 17). - Matching pictures to the structures. - Reading the dialogues, making up similar ones (Appendix 6). - Listening activity: Listening to the dialogue (p. 101), and answering the questions (ex. 8, p. 17).	30 min.		
	3.3		REFLECTION Asking and answering questions beginning with <i>How much</i> and <i>how many</i> . Ex. <i>How much sugar do you add in your tea?</i>	8 min.	POWER POINT, computer, projector, screen, worksheets.	Dialogue Pair work Role play		
	3.4		EXTENSSION: Ex. 9, p. 17.	2 min.			A soft ball.	Individual Work Grammar exercise
4.1								
4.4						Whole Class Work Ask-throw-answers		

UNIT PLAN VIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
Communicative Competence – Receiving oral messages (Listening) Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Interaction) Communicative Competence - Receiving written messages (Reading)	1.4	Lesson 7 «Granny, dear granny»	EVOCATION - Brainstorming around the word GRANNY with suitable adjectives. - Answering the questions about granny (ex. 1, p. 18). REALIZATION OF MEANING - Introducing the new vocabulary: Word Bank (p. 18). - Reading the poem about granny, answering the question. (ex. 2, p. 18). - Finding synonyms in the poem (ex. 3, p. 18). - Reading the dialogue about granny, answering the question (ex. 4, p. 18). -Dividing the adjectives into 2 categories qualities and vices (ex. 5, p. 19). - Introducing the new Grammar topic: Grammar Guide – the comparison of the adjectives (p. 19). - Practicing the new Grammar topic (POWER POINT). REFLECTION - Making up a cinquain about granny: 1. <i>Subject</i> 2. <i>2 adjectives</i> 3. <i>3 verbs</i> 4. <i>A sentence of 4 words</i> 5. <i>A word-conclusion.</i> EXTENSSION: ex. 7, p. 19.	5 min.	Blackboard, chalk. POWER POINT, computer, projector, screen. Textbooks, copybooks, pens. POWER POINT, computer, projector, screen. A poster with the description of the method	Brainstorming Questions-answers Communicative Method Whole Class Work Whole Class Work Direct Method Text Lexical exercise Dialogue Pair work Role play Individual Work Grammar exercise Individual Work Cinquain
	2.2			28 min.		
	2.4			10 min.		
	3.3			2 min.		
	3.5			4.4		
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative Competence - Receiving written messages (Reading)	2.2	Lesson 8 «Reading together»	EVOCATION - Pre-reading activity: discussion on the topic (ex. 1, p. 20). REALIZATION OF MEANING - Introducing the new vocabulary: Word Bank (p. 20) - Reading the text (ex. 2, p. 20). - Post-reading activity: Putting the ideas in the correct order, filling the missing words, asking questions about the text (ex. 3, 4, 5, p. 21). REFLECTION <i>Selfevaluation sheet</i> <i>During the English lesson today I've learned about</i> <i>I liked.....</i> <i>I dislike</i> <i>I can answer a question about</i> <i>I think my mark is and I am.....</i> EXTENSSION: ex. 6, p. 21.	5 min.	Blackboard, chalk. Textbook Blackboard, chalk, copybooks, pens. A poster with the text	Communicative Method Whole Class Work Discussion Whole Class Work Direct method Text Questions – answers Exercise Individual work Selfevaluation sheet
2.3	48 min.					
3.2	8 min.					
3.5	2 min.					
Communicative and Pragmatic Competence - Receiving written messages (Reading)	4.4					

UNIT PLAN VIth FORM

<i>SCI</i>	<i>SC</i>	<i>Lesson (Content)</i>	<i>Learning Activities</i>	<i>Time</i>	<i>Materials</i>	<i>Strategies (MTF) Evaluation</i>
Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	1.3	Lesson 9 “Round up”	EVOCATION Finding the odd-man-out.	5 min.	Blackboard, chalk. Textbooks, copybooks, pens, flash cards.	Whole Class Work Game
	2.1		REALIZATION OF MEANING - Solving the exercises from the book orally and in a written way (ex. 2-4, p. 22).	33 min.		Individual work Matching exercise Group work
	2.3		- Role playing – At the shop (ex. 7, p. 23).			Pair Work Role play
	4.5		- Solving grammar exercises from the book orally and in a written way (ex. p. 103).		Communicative Method Grammar exercises	
	4.2		REFLECTION	5 min.	A poster with the letter	Individual work Opened letter technique Selfevaluation
	4.4		<u>Opened letter</u> <i>Dear parents,</i> <i>I want to tell you that during the English lesson today I’ve learned some new words...</i> <i>It can use ...</i> <i>It didn’t understand how to use ...</i> <i>I think my mark is ...</i>			
		EXTENSION: ex. 9, 10, p. 23.	2 min			