UNIT PLAN VI th FORM								
SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation		
Communicative	2.1		EVOCATION	5 min.		Communicative		
and Pragmatic		Lesson 1	Discussion point: Talking about			Method		
Competence	2.4		foreign languages speak or would like		Textbook.	Whole Class Work		
- Producing oral		"English in	to learn (ex. 1, p. 6).			Discussion		
messages and		Our Life"	REALIZATION OF MEANING					
interactions			- Announcing the theme and					
(Spoken			objectives.	48 min.		Whole Class Work		
Interaction)			- Studying the rubric " <i>Do you know</i>			Audio-lingual		
			<i>that</i> ?" and reading the text about the			Method		
Communicative	1.1		importance of learning English (p. 6 –					
Competence			the blue square).					
- Receiving			- Introducing the new vocabulary:		Pictures and			
written			Word Bank (p. 6).		drawings.			
messages			- Matching the new words to their		U			
(Reading)			definitions (ex. 3, p. 6).		Textbook.			
	3.1		- <i>Reading activity</i> : Reading the text					
Communicative			(ex. 2, p. 6 – the green square).					
and Pragmatic	3.3		- Identifying the main idea of the text.					
Competence –			REFLECTION					
Producing			- Drawing a spidergram to introduce					
written	3.5		the information from the text (<i>English</i>	8 min.	Paper	Group work		
messages and	0.0		- the languages it borrowed words	•	sheets,	Clustering		
interactions			from – examples of words from each		coloured	Gallery Tower		
(Writing,			language).		markers.			
Grammar	4.5		EXTENSSION: ex. 4, p. 7.	2 min.	mariteror			
	2.1		EVOCATION	5 min.		Brainstorming		
	2.1		Discussion point : Talking about the	5 mm.		Whole Class Work		
Communicative			necessity of speaking English.		Board, chalk.	Discussion		
Competence –			REALIZATION F MEANING		board, chaik.	Discussion		
Receiving oral	1.1		- <i>Reading activity</i> : Unscrambling					
messages	1.1		Emily's letter and reading it (ex. 6, p.			Audio-lingual		
(Listening)			7).	48 min.		Method		
(8)			- Post-reading activity : Answering	40 11111.		Whole Class Work		
			questions about the text:			Text		
			- How many languages does Emily			Exercises		
	3.1		study at school?			Questions -		
	5.1		- What language is she going to		Textbook.	answers		
	3.3		study?		TEXIDOOK.	answers		
	5.5		- Why is it important to know more					
	3.4		languages in Emily's opinion?					
	5.4		- What is Emily's hobby?					
			- Expressing their minds about the fact					
			they would or wouldn't like to have a					
			pen-friend like Emily (ex. 7, p. 7).					
			REFLECTION			Individual Mark		
	21			0 min	A plactic	Individual Work		
	2.4		Studying the profiles, choosing a pen-	8 min.	A plastic	Exercise		
			friend, bringing arguments (ex. 6, p.		glass.	Whole Class Work		
	1 1			2		Pens in the glass		
	4.1		EXTENSSION: ex. 9, p. 7.	2 min.				

UNIT PLAN VI th FORM								
SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation		
Communicative		Lesson 2	EVOCATION	5 min.		Questioning		
and Pragmatic	2.2		Talking activity: - Do you recognize		Pictures,	Whole Class Work		
Competence		"Legendary	the person in the picture?		royal family			
- Producing oral	2.4	past"	-What do you know about her?		tree, work	Brainstorming		
messages and		p	- Using the picture of the royal family		sheets.	Gap text		
interactions			tree complete the gaps (Appendix 1).			Group work		
(Spoken			- What other British kings and queens					
Interaction)			do you know?					
interaction			REALIZATION OF MEANING					
Communicative			- <i>Pre-reading activity</i> : Introducing	33 min.				
Competence			the new vocabulary: Word Bank (p. 8)	55 mm.	Textbooks,	Whole Class Work		
- Receiving			- <i>Reading activity</i> : Reading the text		copybooks,	Text		
written	3.1				•••	Lexical exercises		
	5.1		(ex. 2, p. 8).		pens.	True – false		
messages	2.2		- <i>Post-reading activity</i> : finding			True – Taise		
(Reading)	3.2		opposites in the text, correcting the					
			sentences, reading the structures,					
			filling the missing words, (ex. 3, 4, 5, 6					
			p. 8-9).					
			REFLECTION			Whole Class Work		
	2.1		Talking England legendary past.	5 min.	Microphone.	Microphone		
			- Today I have learned that			technique		
			EXTENSSION: ex. 7, p. 9.	2 min.				
Communicative			EVOCATION	5 min.		Communicative		
and Pragmatic	2.2		Talking activity: - Who is the head of			Method		
Competence			state in Moldova?			Whole Class Work		
- Producing oral	2.4		-What is the name of the Moldovan			Discussion		
messages and			president?					
interactions			- What other Moldovan presidents do			Brainstorming		
(Spoken			you know?			Whole Class Work		
Interaction)			REALIZATION OF MEANING		Pictures,			
			- Scanning the information about the		information,	Group work		
Communicative			presidents of Moldova, answering the	33 min.	worksheets	Questions -		
Competence			questions and reporting to the class.		(Appendix	answers		
- Receiving			- Pre-reading activity: Introducing		2), pens.	Report		
written	3.1		the new words from the text (p. 9)		POWER	Whole Class Work		
messages			- <i>Reading activity</i> : Reading the text		POINT,	Text		
(Reading)	3.2		(ex. 8, p. 9).		computer,	Lexical exercises		
			- Post-reading activity: finding		projector,			
			synonyms (fight, start, get together,		screen.			
			native land, happened) and antonyms		Textbooks.			
			(<i>lost, much, father, friend, strong</i>) in					
	2.1		the text.					
			REFLECTION	5 min.				
			Correcting the sentences: 1.During			Whole Class Work		
			his reign Stefan cel Mare fought few		Board, chalk.	True – false		
			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.					
			EXTENSSION: ex. 9, p. 9.	2 min.				
	1		LAILINJJIUIN. CX. J, H. J.	∠ 111111.				

Communicative and Pragmatic CompetenceLesson 3EVOCATION EVOLATION Taiking about Mihai Volontir using the pictures (ex. 1, p. 10).S min. FextbooksEvenduation Method Whole Class Work DiscussionCompetence erreading activity: Reading the text (ex. 2, p. 10)Pre-reading activity: Introducing the new words from the text (n. 11) - Reading activity: Reading the text (ex. 2, p. 10).S min. - Reading activity: Computer, projector, TextWhole Class Work DiscussionCommunicative answers3.1 - Brost-reading activity: answering questions about the text. - Ustering activity: cs. 5, p. 11 - the - Introducing the new grammar topic: Grammar fractice: Filling the right relative (who, whose, that pronouns in the sentences (ex. 6, 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.S min. Extends 2 min.Clustering Communicative camputer, yrojector, text class copybooks, pens.Clustering Communicative chalk.Communicative Competence2.4 seasonsEVECATION ming the seasons and the months. Describing the weather and activities. RELIZATION OF MEANING - Introducing the new rocabulary: vocabulary and the given structures (ex. 2, p. 12). Reading the text they orabing the seasons (ex. 2, p. 12). Reading the text they vocabulary: - Describing a season using the new vocabulary: - Natching the words combination to the seasons. RELIZATION OF MEANING - Introducing the new tocabulary: - Matching the vords combination to the seasons	UNIT PLAN VI th FORM							
and Pragmatic 2.1 2.1 "A life Talking about Mihai Volontir using the producing or law works from the text (n. 1, p. 10). "Pre-reading activity: Introducing the wards from the text (n. 1) "Pre-reading activity: Introducing the wards from the text (n. 1) "Pre-reading activity: Reading the text (ex. 2, p. 10). "Power "Power (Spoken Interactions 3.1 - <i>Reaching activity:</i> Reading the text (ex. 2, p. 10). - <i>Post-reading activity:</i> answering the text (ex. 2, p. 10). Power "Power Communicative 3.3 - <i>Post-reading activity:</i> answering the text (ex. 2, p. 10). - <i>Backboard,</i> Cause work from the text (n. 1) Text 000000000000000000000000000000000000	SCI	SC		Learning Activities	Time	Materials		
Competence Producing oral messages and (Backboard, Communicative Activity2.2"A life devoted to people"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).POWER POWERWhole Class Work Discussion Text Computer, projector, screen.Whole Class Work Discussion Text Questions	Communicative		Lesson 3	EVOCATION	5 min.		Communicative	
 -Producing oral messages and interactions (speed) -Producing oral interactions (speed) -Producing oral interactions (speed) -Producing oral interactions (speed) 	and Pragmatic	2.1		Talking about Mihai Volontir using		Textbooks	Method	
messages and interactions (Spoken Interaction) <i>Popple</i> "- <i>Pre-reading activity</i> : introducing the new words from the text (p. 11) - <i>Reading activity</i> : Reading the text (ex. 2, p. 10).POWER POINT, Computer, projector, ComputingPOWER Direct Method Text computer, projector, Chaik.POWER Direct Method Text computer, Chaik.POWER Direct Method Text computer, chaik.POWER Direct Method Text computer, computer, computer, computer, computer, chaik.POWER Text computer, computer, computer, chaik.POWER Textbooks, computors, computer, computer, chaik.POWER Textbooks, computors, computer, chaik.POWER Textbooks, computors, computer, chaik.POWER Textbooks, compondingPOWER Textbooks, compondingClustering Communicative chaik.POWER Textbooks, computer, chaik.POWER Textbooks, computer, computer, chaik.POWER Textbooks, compondingClustering Communicative chaik.Clustering Communicative chaik.Clustering Communicative chaik.Clustering Communicative chaik.Clustering Communicative chaik.Clustering Communicative chaik.Clustering Communicative chaik.POWER Receiving or Communicative chaik.POWER receiving or Communicative chaik.POWER Communicative chaik.POWER Communicative chaik.POWER Communicative chaik.POWER Communicative computer, computer, computer, computer, computer, chaik.POWER Communicative computer, computer, computer, computer, computer, <td>Competence</td> <td>2.2</td> <td>"A life</td> <td>the pictures (ex. 1, p. 10).</td> <td></td> <td></td> <td>Whole Class Work</td>	Competence	2.2	"A life	the pictures (ex. 1, p. 10).			Whole Class Work	
Interactions (Spoken Interaction)the new words from the text (p. 1) • Reading activity: Reading the text 	- Producing oral		devoted to	REALIZATION OF MEANING			Discussion	
(Spoken Interaction)- Reading activity: Reading the text (ex. 2, p. 10).25 min. (computer, projector, screen. Blackboard, answersDirect Method Text coupetions - answersCommunicative essages (Reading)3.1 - Introducing the new grammar topic Grammar Guide (p. 11). - Introducing the new grammar topic Grammar Guide (p. 11). - Introducing the new grammar topic Grammar Guide (p. 11). - Introducing the reget reget (p. 11). REFLECTION Grammar Guide (p. 11). - Introducing the reget reget (p. 11). REFLECTION Grammar Guide (p. 11). - Introducing the reget reget (p. 11). - EXTENSION: It to reget and translate - Introducing the reget reget (p. 11). - Introducing the reget reget (p. 12). - Power -	messages and		people"	- Pre-reading activity: Introducing		POWER		
Interaction)(ex. 2, p. 10):Projector, Screen.Text Questions about the text. clustening activity: ear.sp. p. 11 - the particity ear.sp. p. 11 - the 	interactions			the new words from the text (p. 11)		POINT,	Whole Class Work	
Communicative Competence - Receiving oral messages (Listering)3.1 - <i>Distening activity:</i> answering questions about the text. - <i>Istening activity:</i> ex.5, p. 11 – the 1 st text on p.101. - Introducing the new grammar topic: Grammar Guide (p. 11). <i>REFLECTION</i> Grammar Guide (p. 11). <i>REFLECTION</i> Grammar Guide (p. 11). <i>REFLECTION</i> Grammar Guide (p. 11). <i>REFLECTION</i> Grammar duide (p. 11). <i>REFLECTION</i> Computince Competence - Producing oral interactions (Spoken Interaction)4.5Lesson 4 <i>Vocativity:</i> assons Describing the weather and activities. <i>REALIZATION OF MEANING</i> - Introducing the new vocabulary: Word Bank (p. 6). - Describing the weather and activities. <i>REALIZATION OF MEANING</i> - Introducing the new vocabulary: Word Bank (p. 6). - Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes. Reading the text they have obtained, correcting the mistakes.5 min. Struen, 25 min.Clustering Computer, Voide Class Work Guessing ameCompetence (listering of the mistakes Listering activity: Listening to the text, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.2 min.Struen, Austering the duestions. <br< td=""><td>(Spoken</td><td></td><td></td><td>- <i>Reading activity</i>: Reading the text</td><td>25 min.</td><td>computer,</td><td>Direct Method</td></br<>	(Spoken			- <i>Reading activity</i> : Reading the text	25 min.	computer,	Direct Method	
Communicative Competence3.1 - Listening activity: ex. 5, p. 11 - the - Listening activity: ex. 5, p. 11 - the - Listening activity: ex. 5, p. 11 - the - Introducing the new grammar topic: Grammar Guide (p. 11). RefFLECTION Grammar practice: Filling the right relative (who, whose, that) pronouns in the sentences (ex. 6, p. 11). EXTENSION: to read and translate the dialogue (ex. 4, p. 11), towire 3 ideas/things they've learned about Mihai Volontir.Blackboard, chalk.answersCommunicative and Pragmatic Competence - Producing oral interactionsLesson 4 seasonsEVOCATION Maring the seasons and the months. Describing the weather and activities. REALIZATION OF MEANING - Introducing the new vocabulary: Word Bank (p. 6).5 min. Blackboard, chalk.Blackboard, chalk.Clustering Communicative Aming the seasons and the months. Describing the weather and activities. REALIZATION OF MEANING - Matching the words combination to the season they describe (ex. 2, p. 12). POWER5 min. POWERBlackboard, chalk.Clustering Communicative MethodCommunicative Computence3.4Ketz A song of the topic SEASONS. - Matching the words combination to the season they describe (ex. 2, p. 12). POWER5 min. POWERBlackboard, chalk.Clustering Communicative Computer, projector, screen.Communicative Communicative Communicative Receiving oral and Pragmatic Competence - Receiving oral and Pragmatic Competence - Producing oral RefFLECTION- Listening activity: Listening to the texts, and guess the seasons. - Reading some curiosities about the seasons. REFLECTION - Making up sentences. - An	Interaction)			(ex. 2, p. 10).		projector,	Text	
Competence3.3 - Receiving- Listening activity: ex. 5, p. 11 - the 1" text on p.101. - Introducing the new grammar topic: Grammar Guide (p. 11). REFLECTIONchalk. Textbooks, copybooks, pens.Individual Work ExerciseCommunicative Communicative4.5 Receiving oral and Pragmatic4.5Face (here) and Pragmatic8 min. trelative (who, whose, that) pronouns in the sentences (ex. 6, p. 11). EXTENSSION: Miai Volontir.8 min. trextbooks, copybooks, 2 min.1 Individual Work ExerciseCommunicative and Pragmatic Competence - Producing oral2.1Lesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS. Naming the seasons and the months. Describing the wards combination to the season they describe (ex. 2, p. 12). - Describing a season suing the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.5 min. Blackboard, Communicative Communicative POWERClustering Matching the diverse combination to the season sand the new computer, - Matching the words combination to the season sand the new the vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.POWER POWERWhole Class Work Group Work Group WorkCompetence - Receiving oral (Listening)1.4(Appendix 3). - Reading some curiosities about the seasons. REFLECTION1.3 min.POWER POWER POWERWhole Class Work Group WorkCompetence - receiving oral (Listening)2.6- Identifying the false sentences and correcting them. - Guessing the ridd				- Post-reading activity: answering		screen.	Questions -	
- Receiving written messages (Reading)3.51 ⁴¹ text on p.101. - Introducing the new grammar topic: Grammar Guide (p. 11). RefLECTION Grammar Guide (p. 11). REFLECTION Receiving oral messages (Listening)1 ** text on p.101. - Introducing the new grammar topic: Grammar Guide (p. 11). REFLECTION EXTENSSION: to read and translate the dialogue (e.k. 4, p. 11), to write 3 ideas/things they've learned about Mihai Volontir.8 min. Panne.Textbooks, copybooks, pens.Individual Work ExerciseCommunicative and Pragmatic Competence - Producing oral interactions2.1 Lesson 4 Lesson 4 EVOCATION 2 min.S min. Describing 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. - Receiving oral messages5 min. Blackboard, computer, POWER Vhole Class Work Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.5 min. computer, projector, screen, a seasons.S min. Blackboard, computer, projector, screen, a seasons.POWER Nohle Class Work Graup Work Screen, a seasons.Competence - neceving oral and Pragmatic Computence - projector1.4 (Appendix 3). - Reading some curiosities about the seasons. REFLECTION - Making up sentences. - Answering the questions. - Making up se	Communicative	3.1		questions about the text.		Blackboard,	answers	
- Receiving written messages (Reading)3.5 answerig the radius of the new grammar topic Grammar Guide (p. 11). REFLECTION Grammar Guide (p. 11). REFLECTION Grammar Guide (p. 11). RETENSION: to read and translate the dalogue (ex. 4, p. 11), to write 3 ideas/things they've learned about Mihai Volontir.8 min. ann.Textbooks, copybooks, pens.Individual Work ExerciseCommunicative and Pragmatic Competence – Producing oral interactionsLesson 4 assages and interactionsLesson 4 assages and interactionsS min. boscribing the weather and activities. REALIZATION DO FMEANING ocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.S min. boscribing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.S min. boscribing a season. BEFLECTION and Pragmatic Computence – and Pragmatic and Pragmatic1.4 (Appendix 3). creacing the. competence – correcting the mistakes. competence – correcting the riddles about seasons. correcting the riddles about seasons. correcting the riddles about seasons. computer, projector, soft ball.POWER Vhole Class Work Graup Work Computer, false projector, soft ball. <td>Competence</td> <td>3.3</td> <td></td> <td>- <i>Listening activity</i>: ex. 5, p. 11 – the</td> <td></td> <td>chalk.</td> <td></td>	Competence	3.3		- <i>Listening activity</i> : ex. 5, p. 11 – the		chalk.		
written messages (Reading) Communicative Communicati		3.5		-				
messages (Reading) Communicative Competence - Receiving oral and Pragmatic (Listening)4.5Grammar Guide (p. 11). REFLECTION Grammar practice: Filling the right relative (who, whose, that) pronouns in the sentences (ex. 6, p. 11). EXTENSION: to read and translate the dialogue (ex. 4, p. 11), to write 3 ideas/things they've learned about Miniai Volontir.Textbooks, copybooks, 9 min.Individual Work ExerciseCommunicative and Pragmatic Competence - Producing oral interactions (Spoken - Receiving oral messagesLesson 4EVOCATION 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 the dy describe (ex. 2, p. 12). - Describing a season sing the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.S min.S min.Blackboard, Communicative Computer, projector, screen.Clustering Computer, projector, screen.Clustering Computer, projector, screen.Clustering Computer, projector, screen.Clustering Computer, projector, screen.Clustering Computer, projector, screen.Clustering Computer, projector, screen.Clustering Computer, screen.Competence - Receiving oral (Listening)3.4Exercise at a spin and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.S min.Textbooks, copybooks, projector, screen, a soft ball.POWER POWERPOWER <td>U U</td> <td></td> <td></td> <td>•</td> <td></td> <td></td> <td></td>	U U			•				
(Reading) Communicative Competence – Receiving oral 	messages					Textbooks,		
Communicative Competence4.5Grammar practice: Filling the right relative (who, whose, that) pronouns in the sentences (se. 6, p. 11). EXTENSSION: to read and translate the dialogue (se. 4, p. 11), to write 3 ideas/things they've learned about Mihai Volontir.8 min. emin.pens.Individual Work ExerciseCommunicative and Pragmatic Computence2.1 ("A song of Producing oral netractionsLesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS.5 min. Blackboard, chalk.2 min.Glustering Communicative Communicative ComputenceClustering Communicative MethodCommunicative (Spoken (Spoken - Receiving oral metsages (Reading))2.4Esson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS.5 min. Blackboard, chalk.Blackboard, Communicative ComputenceClustering Communicative MethodCommunicative Competence - Receiving written messages (Reading))3.4Exercise EXERCISE Composition 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.25 min.POWER Screen. Textbooks, copybooks, pens.POWER Vhole Class Work Guessing gameCommunicative <br< td=""><td>-</td><td></td><td></td><td></td><td></td><td>-</td><td></td></br<>	-					-		
Communicative Competence – Receiving oral messages (Listening)4.5relative (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 (Listening)2 min.ExerciseCommunicative and Pragmatic2.1 (2.2Lesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS.5 min. Blackboard, chalk.2 lustering Communicative haviolo Competence5 min. Blackboard, chalk.Clustering Communicative Method Whole Class Work DiscussionProducing oral messages and interactions (Spoken Interaction)2.4Lesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS.5 min. POWER POWERBlackboard, chalk.Clustering Communicative Method Whole Class Work DiscussionCompetence - Receiving written messages (Reading)3.4Marching the words combination to the season sting the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.25 min. POWER POWER POWERPOWER POWVCR DiscussionWhole Class Work DiscussionComputence (Reading)1.4-Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.13 min. POWER POWERPOWER Whole Class Work Guessing gameComputence (Listening)2.6-1.4-Listening activity: Listening to the texts, and guess the seasons -13 min. POINT, computer, projector, screen, a Alking up se	(Grammar practice: Filling the right	8 min.	•••	Individual Work	
Competence – Receiving oral messages (Listening)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.2 min.2 min.Communicative and Pragmatic Competence2.2 "A song of seasons"Lesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS. Naming the seasons and the months. Describing the weather and activities. REALIZATION OF MEANING - Intractions (Spoken Interaction)5 min. Blackboard, Communicative Computer, projector, Whole Class Work Discussion5 min. Blackboard, Communicative Communicative Computer, projector, Whole Class Work Discussion5 min. Blackboard, Communicative Communicative Computer, projector, Whole Class Work Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.5 min. Blackboard, Communicative Computer, projector, Whole Class Work DescriptionCompetence - Receiving oral messages (listening)3.4- Matching the words combination to the season sug the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.25 min.Comstering topic tor, Whole Class Work Guessing gameCommunicative Competence - ILStening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.13 min.POWER POWER POWERPOWER Whole Class Work Guessing gameComputence - Producing written (Listening)2.	Communicative	4.5			-			
Receiving oral messages (Listening)EXTENSSION: to read and translate the dialogue (ex. 4, p. 11), to write 3 ideas/things they've learned about Mihai Volontir.2 min.2 min.2 min.Communicative and Pragmatic Competence2.2Lesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS.5 min.Blackboard, chalk.Clustering Communicative chalk.Competence - Producing oral interactions (Spoken Interaction)2.4seasons"Naming the seasons and the months. Describing the weather and activities. Interactiong the two describe (ex. 2, p. 12). - 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.S min.Blackboard, ClusteringWhole Class Work DiscussionCommunicative Competence - Receiving written messages (Listening)3.4- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.25 min.POWER POWERWhole Class Work Group WorkCommunicative Computence - IL: (Listening)1.4- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.13 min.POWER POWERWhole Class Work Guessing gameCommunicative Computence - and Pragmatic Computence - and Pragmatic Computing written messages (Woleing seasons)- Identifying the false sentences and correcting them. - Guessing the riddles about seaso								
messages (Listening)Lesson 4the dialogue (ex. 4, p. 11), to write 3 ideas/things they've learned about Mihai Volontir.2 min.2 min.ClusteringCommunicative and Pragmatic Competence2.1EXOCATION Warm Up activity: a spidergram on the topic SEASONS. Naming the seasons and the months. Describing the wather and activities. REALIZATION OF MEANING - Introducing the new vocabulary: Word Bank (p. 6).5 min. Blackboard (chalk.Clustering Communicative MethodCompetence (Spoken Interaction)3.4- AFacility (computer, POWER - Natching 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). - Describing a season sing the new vocabulary and the given structures (ex. 2, p. 12). - Describing a describe (ex. 2, p. 12). - Describing a season sing the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.POWER POWER POWER POWER POWER POWER POWKR Description Portector, Whole Class Work Guessing gameCommunicative Competence - 1.21.4(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.13 min.POWER POWER POWER POWERPOWER Computer, projector, Riddles - Answering the questions 2 min.POWER - 2 min.POWER - 2 min.POWER - Computer, rojector, - Making up sentences. - Answering the questions.<								
(Listening)Image: Lesson 4ideas/things they've learned about Mihai Volontir.Image: Lesson 4EVOCATIONSmin.Blackboard, chalk.Clustering MethodComputence2.2"A song of seasons"Naming the seasons and the months. Describing the weather and activities. Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Description projector, whole Class Work copybooks, Description pens.POWER POWER Powerk Description pens.Communicative Competence - 1.21.4- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons. REFLECTIONPOWER POWERPOWER POWER POWERPOWER POWER POWERCommunicative (Listening)2.6- Alertifying the false sentences and and Pragmatic Competence - Producing written Producing written <br< td=""><td>-</td><td></td><td></td><td></td><td>2 min.</td><td></td><td></td></br<>	-				2 min.			
Image: constraint of the second sec	-							
Communicative and PragmaticLesson 4EVOCATION Warm Up activity: a spidergram on the topic SEASONS.5 min.Blackboard, chalk.Clustering Communicative Method- Producing oral interactions (Spoken Interaction)2.4 <i>seasons</i> "Warm Up activity: a spidergram on the topic SEASONS.5 min.Blackboard, chalk.Clustering Communicative Method(Spoken Interaction)2.4 <i>seasons</i> "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 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.3.4POWER POWER POINT, computer, projector, Backboard, Computer, projector, screen.POWER POINT, computer, projector, screen.POWER Whole Class Work DescriptionCompetence - Competence - Listening oral and Pragmatic Computence1.4- Listening activity: Listening to the texts, and guess the seasons. REFLECTION - Identifying the false sentences and correcting them. - Guessing the riddles about seasons.13 min.POWER POINT, computer, projector, RiddlesPOWER Polint, computer, projector, whole Class Work- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Making up sentences. - Anskring up sentences. - Anskring up sentences. - Anskring up sen	(
and Pragmatic Competence2.1 4.2Warm Up activity: a spidergram on the topic SEASONS. Naming the seasons and the months. Describing the weather and activities. REALIZATION OF MEANINGBlackboard, chalk.Communicative Method(Spoken Interaction)- Introducing the new vocabulary: Word Bank (p. 6). - Matching the words combination to the season sung the new vocabulary and the given structures (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.25 min.Blackboard, chalk.Communicative MethodCommunicative Competence3.4- Hoto Signature (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.25 min.Blackboard, chalk.Communicative MethodCommunicative Competence1.2- Hoto Signature (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.POWER POINT, computer, pens.Power Woole Class Work Guessing gameCommunicative Competence1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.13 min.POWER POINT, Exercises True – computer, projector, Bind hand soft ball.Communicative Competence –2.6- Identifying the false sentences and and Pragmatic Computer, - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POWER POINT, computer, projector, Bind hand soft ball.Whole Class Work Guessing the riddles about	Communicative		Lesson 4		5 min.		Clustering	
Competence - Producing oral messages and interactions (Spoken Interaction)2.2"A song of seasons"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.25 min.Chalk.Method Whole Class Work DiscussionCommunicative (Reading)3.4- 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.25 min.Computer, projector, screen.Whole Class Work DiscussionCommunicative Competence - Receiving oral and Pragmatic Competence - Producing written messages (Listening)- Listening activity: Listening to the texts, and guess the seasons . REFLECTION13 min.POWER POWERPOWER Whole Class Work Guessing gameCompetence - projector and Pragmatic Competence - Producing written messages (Writing)2.6- Listening be reading the false sentences and correcting them. - Guessing the riddles about seasons. . Answering the questions. . Answering the questions.13 min.POWER POWER POINT, computer, false screen, a soft ball.Whole Class Work Guessing the riddles about seasons. . Answering the questions. (Writing)2 min.2 min.		2.1		Warm Up activity: a spidergram on		Blackboard,	-	
- Producing oral messages and interactions (Spoken Interaction)2.4seasons"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.25 min.POWER POINT, computer, projector, Textbooks, Copybooks, pens.Whole Class Work DiscussionCommunicative (Reading)3.4- 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.POWERPOWER POWERCommunicative (Listening)2.6 and Pragmatic Competence – And fragmatic Competence – And fragmatic Competence –1.2 (Appendix 3). - Reading some curiosities about the seasons.13 min.POWER POWER Vhole Class Work Guessing gameCommunicative (Listening)2.6 and Pragmatic Competence – Producing written (Writing)- Identifying the false sentences and correcting them. - Guessing the ridues about seasons.13 min.POWER POWER POWER Vhole Class Work Guess Screen, a Blind hand soft ball.Whole Class (Writing)EXTENSSION2 min.2 min.answers	-	2.2	"A song of			-	Method	
messages and interactions (Spoken Interaction)Describing the weather and activities. <i>REALIZATION OF MEANING</i> - Introducing the new vocabulary: Word Bank (p. 6). - Matching the words combination to the season they describe (ex. 2, p. 12). Competence - Describing a season using the new vocabulary and the given structures (Reading)25 min.POWER POINT, computer, projector, Screen.Discussion8.4vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.Description gens.Description POWERDescription POWORkCommunicative Competence - 1.2 Receiving oral (Listening)- <i>Listening activity</i> : Listening to the texts, and guess the seasons REFLECTION- Reading some curiosities about the seasons Reading some curiosities about the seasons.13 min.POWER POWERCommunicative Computence - Producing written messages (Listening)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons.13 min.POWER POWERWhole Class Work Guessing the riddles about seasons.Producing written messages (Writing)- Making up sentences. - Answering the questions.2 min.2 min.								
Interactions (Spoken Interaction)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.POWER POINT, computer, projector, Screen.POWER Whole Class Work DescriptionCommunicative (Reading)3.4- Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes Textbooks, copybooks, pens.Group Work DescriptionCommunicative (Listening)1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.13 min.POWER POINT, computer, projector, Whole Class Work Guessing gameCommunicative (Listening)2.6- Lieterifying the false sentences and correcting them. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POINT, computer, false projector, Riddles soft ball.Producing written messages (Writing)2 min Ask-throw- answers- Step in the projector, soft ball.Blind hand	-			_				
(Spoken Interaction)- 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.POINT, computer, projector, Screen.Whole Class Work Matching exercise Group WorkCommunicative Competence - Receiving oral and Pragmatic Competence -1.2- Listening activity: Listening to the texts, and guess the seasons . Reading some curiosities about the seasons How is a season using the new projector, mistakes.Whole Class Work DescriptionCommunicative (Listening)1.4- Listening activity: Listening to the texts, and guess the seasons . Reading some curiosities about the seasons.13 min.POWER POWERWhole Class Work Guessing gameCommunicative (Listening)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. . Making up sentences. - Answering the questions.13 min.POWER projector, false soft ball.Whole Class Work Guessing the riddles about seasons. . Making up sentences. - Answering the questions.2 min.Ask-throw- answers	-			-		POWER		
Interaction)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.computer, projector, Screen.Whole Class Work Matching exercise Group WorkCommunicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons Listening activity: Listening to the texts, and guess the seasons- Whole Class Work Guessing gameCommunicative (Listening)2.6- Lidentifying the false sentences and orrecting therm. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POWER projector, RiddlesPoducing written messages (Writing)2.6- Answering the questions. - Making up sentences. - Answering the questions.2 min.2 min.					25 min.			
Communicative Competence - Receiving (Reading)3.4- 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.projector, screen.Whole Class Work Matching exercise Group WorkCommunicative Competence - 1.21.2- <i>Listening activity</i> : Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons <i>Listening activity</i> : Listening to the texts, and guess the seasons- <i>Matching exercise</i> Group WorkCommunicative (Listening)1.4- <i>Listening activity</i> : Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.POWERWhole Class Work Guessing gameCommunicative and Pragmatic Competence - Producing written messages (Writing)2.6- <i>Making up sentences.</i> - Answering the questions.13 min.POWER projector, RiddlesWhole Class Work Guessing the riddles about seasons. Producing written messages (Writing)- Making up sentences. - Answering the questions.13 min.Power, projector, Riddles				•	-			
Communicative Competence3.4the 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.screen. Textbooks, copybooks, pens.Matching exercise Group WorkCommunicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons Listening activity: Listening to the texts, and guess the seasons- Whole Class Work Guessing gameCommunicative (Listening)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POWER projector, RiddlesWhole Class Work Guessing the false seasons.Producing written (Writing)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Answering the questions.2 min.2 min.	,					-	Whole Class Work	
Competence - Receiving written messages (Reading)3.4- Describing a season using the new vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.Textbooks, copybooks, pens.Group Work DescriptionCommunicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3) Whole Class Work Guessing gameReceiving oral (Listening)1.4- Agending some curiosities about the seasons Reading some curiosities about the seasons POWERWhole Class Work Guessing gameCommunicative (Listening)2.6- Identifying the false sentences and correcting them.13 min. computer, falsePOWERWhole Class Work Guessing the riddles about seasons.Producing written messages (Writing)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. Answering the questions.13 min. soft ball.POINT, Ask-throw- answers	Communicative			-				
- Receiving written messages (Reading)3.4vocabulary and the given structures (ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.copybooks, pens.DescriptionCommunicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons Listening activity: Listening to the texts, and guess the seasons- Reading some curiosities about the seasons Reading some curiosities about teasons							-	
written messages (Reading)(ex. 2, p. 12). Reading the text they have obtained, correcting the mistakes.pens.pens.Communicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons Listening ordivity: Listening to the texts, and guess the seasons- Whole Class Work Guessing gameCommunicative (Listening)1.4(Appendix 3). - Reading some curiosities about the seasons Reading some curiosities about the seasons.POWERWhole Class Work POINT, Exercises True - computer, false projector, screen, aCompetence - Producing written messages (Writing)2.6- Identifying the false solut seasons. - Making up sentences. - Answering the questions.13 min.POWER projector, screen, aWhole Class Work answers		3.4		5		-		
(Reading)have obtained, correcting the mistakes.Whole Class Work Guessing gameCommunicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons Reading some curiosities about the seasons Reading some curiosities about the seasons.Communicative (Listening)2.6- Identifying the false sentences and orrecting them. - Guessing the riddles about seasons.13 min.POWER projector, false projector, screen, a soft ball.Whole Class Work Guessing gameProducing written messages (Writing)- Making up sentences. - Answering the questions.2 min.Soft ball.Ask-throw- answers	-			, ,			2 000 10 000	
Communicative Competence -1.2mistakes.Guessing gameListening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons.Here is a season	-					P - · · · ·	Whole Class Work	
Communicative Competence -1.2- Listening activity: Listening to the texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons Reading some curiosities about the seasons Reading some curiosities about the seasons.Communicative (Listening)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons.13 min.POWERWhole Class WorkProducing written messages (Writing)- Answering the questions.13 min.POINT, screen, aExercises True - computer, screen, a(Writing)- Making up sentences. - Answering the questions Answering the questions.2 min.Ask-throw- answers	(
Competence - Receiving oral (Listening)1.2texts, and guess the seasons (Appendix 3). - Reading some curiosities about the seasons. REFLECTIONImage: Competence - POWERPOWER POWERWhole Class WorkCommunicative and Pragmatic Competence - Producing written messages (Writing)2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POWER POINT, computer, projector, screen, a soft ball.Whole Class Work(Writing)EXTENSSION2 min.2 min.Ask-throw- answers	Communicative			- Listening activity: Listening to the			00	
Receiving oral messages (Listening)1.4(Appendix 3). - Reading some curiosities about the seasons. REFLECTION - Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.POWER POWER POINT, computer, projector, screen, a soft ball.Whole Class Work EXTENSSIONReflection POWER- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Answering the questions.13 min.POINT, computer, projector, screen, a soft ball.Extension answers	Competence –	1.2						
messages (Listening)- Reading some curiosities about the seasons.POWERWhole Class WorkCommunicative and Pragmatic Competence –2.6- Identifying the false sentences and correcting them.13 min.POINT,Exercises True – computer,Competence –- Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POINT,Exercises True – computer,Producing written (Writing)- Making up sentences. - Answering the questions Sereen, a soft ball.Blind hand soft ball.								
(Listening)seasons.POWERWhole Class WorkCommunicative and Pragmatic Competence -2.6- Identifying the false sentences and correcting them.13 min.POWERWhole Class WorkCompetence Identifying the false sentences and correcting them.13 min.POINT,Exercises True -Producing written messages (Writing)- Making up sentences. - Answering the questions.soft ball.Ask-throw-(Writing)EXTENSSION2 min.answers	e e							
REFLECTIONPOWERWhole Class WorkCommunicative and Pragmatic2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min.POWERWhole Class WorkProducing written messages (Writing)- Making up sentences. - Answering the questions.13 min.POINT, computer, screen, aExtensionPinducing written (Writing)- Making up sentences. - Answering the questions Soft ball.Ask-throw- answers	-			_				
Communicative and Pragmatic Competence -2.6- Identifying the false sentences and correcting them. - Guessing the riddles about seasons. - Making up sentences. - Answering the questions.13 min. POINT, computer, projector, screen, aExercises True - false RiddlesProducing written messages (Writing)- Identifying the false sentences. - Answering the questions Identifying the false sentences and correcting them Identifying the false sentences and projector, screen, aBlind hand Ask-throw- answers						POWER	Whole Class Work	
and Pragmatic Competence -correcting them.computer,falseProducing written messages (Writing)- Guessing the riddles about seasons. - Making up sentences. - Answering the questions.computer,falseprojector,Riddlesscreen, aBlind handsoft ball.Ask-throw- answers	Communicative	2.6		- Identifying the false sentences and	13 min.	POINT,	Exercises True –	
Competence Guessing the riddles about seasons.projector,RiddlesProducing written messages (Writing)- Making up sentences. - Answering the questions.screen, aBlind hand soft ball.Writing)EXTENSSION2 min.answers								
Producing written messages (Writing)- Making up sentences. - Answering the questions. EXTENSSIONscreen, a soft ball.Blind hand Ask-throw- answers	-			0		•	Riddles	
messages- Answering the questions.soft ball.Ask-throw-(Writing)EXTENSSION2 min.answers				-		• •	Blind hand	
(Writing) EXTENSSION 2 min. answers								
	-				2 min.			
				Describing their favourite season.				

			UNIT PLAN VI th FORM			
			EVOCATION	10 min.		Whole Class Work
			- What is your favourite season?			Homework
	2.1		(Checking the homework)			
	2.2		- Describing the seasons, completing		Worksheets	Group Work
	2.4		the sentences with the given words			Gap text
			(Appendix 4).			
			REALIZATION OF MEANING	25 min.		
			- Pre-reading activity: Introducing		POWER	
			the new words from the text (p. 13).		POINT,	Whole Class Work
			- <i>Reading activity</i> : Reading the text		computer,	Text
			(ex. 5, p. 13) and role playing it.		projector,	Pair work
			- Post-reading activity: answering		screen.	Role play
	3.4		questions about the text.		Textbooks,	Questions -
			- Watching the movie about the ant		copybooks,	answers
			and grasshopper, finding differences		pens.	Comparison
			between the text and the film			
			(https://www.youtube.com/watch?v		Textbooks.	Individual work
	1.2		<u>=6Pxqy-xRDzo</u>).			Gap text
	1.4		- Completing the text about seasons			
			with the correct form of the verbs			
			(ex. 6, p. 13).	8 min.	Worksheets.	Group work
			REFLECTION			Table
	2.6		- Completing the table about the			Whole Class Work
			seasons (Appendix 5).			Game
			- Game: The wind of democracy			
			blows for those who are born in			
			winter / like summer / whose	2 min.		
			favourite season is spring			
			EXTENSSION: Ex. 7, p. 13.			
Communicative		Lesson 5	EVOCATION	7 min.		Whole Class Work
and Pragmatic	2.2		- Dividing the adjectives into 2		Textbooks.	Communicative
Competence		"In the	categories describing the life in the			method
- Producing oral		country"	country and in the city (ex. 1, p. 14).			Categories
messages and			- Comparing the life in the country			Graphical
interactions			and the life in the city (ex. 2, p. 14).		Blackboard,	organizer
(Spoken			REALIZATION OF MEANING		chalk.	Comparison
Interaction)			- Pre-reading activity: Introducing the			
			new vocabulary: Word Bank (p. 14).	28 min.	POWER	Whole Class Work
Communicative			- Matching exercise (ex. 6, p. 15).		POINT,	Direct Method
Competence			- <i>Reading activity</i> : Reading the text		computer,	Text
- Receiving	3.2		(ex. 4, p. 14).		projector,	Questions –
written	3.3		- Post-reading activity: answering		screen.	answers
messages	3.5		questions about the text, identifying			True-false
(Reading)			the true and the false sentences,		Textbooks.	
Communicative			correcting the false ones (ex. 5, p. 15).			
and Pragmatic			- Introducing the new Grammar topic:			
Competence –			Grammar Guide (p. 15).	o .	T . 11	
			REFLECTION	8 min.	Textbooks,	Individual Work
	4.5		- Practicing the new Grammar topic		copybooks,	Exercise
			(ex. 9, p. 15).		pens.	Whole Class Work
			- At home I have to / don't have to	a	A glass.	Pens in the glass
			EXTENSSION: ex. 8, 10, p. 15.	2 min.		

		1	UNIT PLAN VI th FORM	1	1	I
SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
Communicative Competence	2.1	Lesson 6	EVOCATION Talking about their grandparents'	5 min.	Textbooks.	Communicative Method
- Receiving	2.4	"At my	place (ex. 1, p. 16).			Whole Class Work
written		grand-	REALIZATION OF MEANING	30 min.		Discussion
messages		parents'"	- Pre-reading activity: Introducing the			
(Reading)			new vocabulary: Word Bank (p. 16).			
(0)			- <i>Reading activity</i> : Reading the text			Whole Class Work
	2.2		(ex. 2, p. 16).		POWER	Direct Method
Communicative	3.1		- Post-reading activity: asking and		POINT,	Text
and Pragmatic	3.3		answering questions about the text,		computer,	Individual Work.
Competence –	3.4		completing the sentences taken from		projector,	Lexical exercise
Producing			the text with the right word (ex. 3, p.		screen.	
written			16).			
messages and			- Working with the vocabulary (ex. 4,			
interactions			p. 17).			
(Writing,			REFLECTION	8 min.	Blackboard,	Whole Class Work
Grammar)			Talking about likes and dislikes.		chalk,	Leave the last
	4.1		Continue the sentences:		copybooks,	word for me
	4.4		I like I dislike I hate I adore		pens.	
			are my favorite.			
				2 min.		
			grandparents' cellar /house / garden.			
Communicative			EVOCATION	5 min.		Communicative
Competence			Talking activity: - How many days are		Blackboard,	Method
- Receiving	2.1		there in a week/in a month?		chalk,	Whole Class Work
written	2.4		- How many months/seasons are		copybooks,	Discussion
messages			there in a year?		pens.	
(Reading)			- How many hours are there in a day?			
	2.2		REALIZATION OF MEANING	20 min		
Communicative	3.3		- Announcing the theme and	30 min.		Mihala Class Miark
Communicative	3.4		objectives.		Textbooks.	Whole Class Work Direct Method
and Pragmatic Competence –			- Selecting the countable and uncountable nouns from the text (ex.		Textbooks.	Explanation
Producing			5, p. 17).			Explanation
written			- Introducing the new Grammar topic:			Dialogue
messages and			Grammar Guide – usage of many,			Pair work
interactions			<i>much, few, little</i> (p. 17). Practicing the		POWER	Role play
(Writing,			new Grammar topic (ex. 6, 7, p. 17).		POINT,	noic play
Grammar)	4.1		- Matching pictures to the structures.		computer,	Individual Work
0.0	4.4		- Reading the dialogues, making up		projector,	Grammar
			similar ones (Appendix 6).		screen,	exercise
			- Listening activity: Listening to the		worksheets.	
			dialogue (p. 101), and answering the			
			questions (ex. 8, p. 17).			
			REFLECTION			
			Asking and answering questions			Whole Class Work
			beginning with How much and how	8 min.	A soft ball.	Ask-throw-
			many. Ex. How much sugar do you ad			answers
			in your tea?			
			EXTENSSION : Ex. 9, p. 17.	2 min.		

	T		UNIT PLAN VI th FORM	n	r	1
SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
Communicative	1.4	Lesson 7	EVOCATION	5 min.		Brainstorming
Competence –			- Brainstorming around the word		Blackboard,	Questions-
Receiving oral		«Granny,	GRANNY with suitable adjectives.		chalk.	answers
messages		dear granny»	- Answering the questions about			Communicative
(Listening)			granny (ex. 1, p. 18).			Method
(0)			REALIZATION OF MEANING			Whole Class Work
Communicative			- Introducing the new vocabulary:		POWER	
and Pragmatic			Word Bank (p. 18).		POINT,	
Competence	2.2		- Reading the poem about granny,	28 min.	computer,	Whole Class Work
- Producing oral			answering the question. (ex. 2, p. 18).		projector,	Direct Method
messages and	2.4		- Finding synonyms in the poem (ex.		screen.	Text
interactions	2.1		3, p. 18).		Jereen.	Lexical exercise
(Spoken			- Reading the dialogue about granny,		Textbooks,	
Interaction)			answering the question (ex. 4, p. 18).		copybooks,	Dialogue
interaction						Pair work
late ve etie a)			-Dividing the adjectives into 2		pens.	
Interaction)	2.2		categories qualities and vices (ex. 5,			Role play
Communicative	3.3		p. 19).			Individual Mark
Competence	3.5		- Introducing the new Grammar topic:		POWER	Individual Work
- Receiving			Grammar Guide – the comparison of		POINT,	Grammar
written			the adjectives (p. 19).		computer,	exercise
messages			- Practicing the new Grammar topic		projector,	
(Reading)			(POWER POINT).		screen.	
			REFLECTION			
			- Making up a cinquain about granny:	10 min.	A poster	Individual Work
	4.4		1. Subject		with the	Cinquain
			2. 2 adjectives		description	
			3. 3 verbs		of the	
			4. A sentence of 4 words		method	
			5. A word-conclusion.	2 min.		
			EXTENSSION : ex. 7, p. 19.			
Communicative		Lesson 8	EVOCATION	5 min.		Communicative
and Pragmatic	2.2		- Pre-reading activity: discussion on		Blackboard,	Method
Competence		«Reading	the topic (ex. 1, p. 20).		chalk.	Whole Class Work
 Producing oral 	2.3	together»	REALIZATION OF MEANING			Discussion
messages and			- Introducing the new vocabulary:	48 min.		
interactions			Word Bank (p. 20)			
(Spoken			- R eading the text (ex. 2, p. 20).			Whole Class Work
Interaction)			- Post-reading activity: Putting the		Textbook	Direct method
Communicative			ideas in the correct order, filling the			Text
Competence	3.2		missing words, asking questions		Blackboard,	Questions –
- Receiving	3.5		about the text (ex. 3, 4, 5, p. 21).		chalk,	answers
written			REFLECTION	8 min.	copybooks,	Exercise
messages			Selfevaluation sheet		pens.	
(Reading)			During the English lesson today I've			Individual work
	4.4		learned about			Selfevaluation
			I liked		A poster	sheet
			I dislike		with the	
			I can answer a question about		text	
			I think my mark is and I am			
			EXTENSSION : ex. 6, p. 21.	2 min.		
	1		LATENSSION. CA. 0, p. 21.	Z 111111.		L

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