

**UNIT PLAN VII<sup>th</sup> 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>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.1 2.3</p> <p>3.1 3.3</p> <p>4.5</p>	<p><b>Lesson 1</b> <b>“Head and face”</b></p>	<p><b>EVOCATION</b> - Name the parts of the body belonging to the head. - What words and word combinations would you use to describe the face of the girl in the picture? (the top of the page 6)</p> <p><b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: parts of the body belonging to the head and Vocabulary (p. 6). - Filling the sentences with the new words (ex. 2, p. 6). - Describing a classmate, using 6 words from the new vocabulary having the other students to guess who she or he is (ex. 3, p. 6). - <b>Reading activity:</b> Reading the text (ex. 1, p. 7). - <b>Post-reading activity:</b> answering questions about the text, finding in the text antonyms for the given words (ex. 2, 3, p. 7).</p> <p><b>REFLECTION</b> - Describing themselves using the new learned vocabulary.</p> <p><b>EXTENSION</b> Writing a short paragraph describing the eyes, nose and hair of two people in your family, or of two friends and 2 actors or actresses in the picture (Writing - ex. 1, 2, p. 8).</p>	<p>5 min.</p> <p>34 min.</p> <p>4 min.</p> <p>2 min.</p>	<p>Board, chalk. Copybooks, Pens.</p> <p>POWER POINT, computer, projector, screen. Textbook. Dictionary.</p> <p>Textbooks.</p> <p>A plastic glass</p>	<p>Whole Class Work Spidergram Brainstorming</p> <p>Whole Class Work Gap sentences</p> <p>Individual Work Description Whole Class Work Guessing game</p> <p>Whole Class Work Chain reading Lexical exercise Questions - answers</p> <p>Individual Work Self-portrait Pens in the glass</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.1 2.3</p> <p>3.1 3.3</p> <p>4.5</p>		<p><b>EVOCATION</b> - Discussing in groups, students try to find a person corresponding to the description and write sentences using Possessive Case.</p> <p><b>REALIZATION OF MEANING</b> - <b>Grammar:</b> studying the rules of 2 ways of forming Possessive Case (p. 7). - <b>Grammar practice:</b> finding sentences that use the Possessive Case in the text, changing the SPC sentences found in the text to APC sentences, changing the APC sentences to SPC sentences (Grammar - ex. 1, p. 7).</p> <p><b>REFLECTION</b> Writing 5 true or false ideas about the actors on the photos (LisaVasya, Paul Walker, Debby Ryan), using Possessive Case, having their classmates to correct the false statements, using the expressions: <i>you are right, I agree with you, I’m afraid you are wrong...</i> (Writing - ex. 2, p. 8).</p> <p><b>EXTENSION</b> To learn the rules of 2 ways of forming Possessive Case (p. 7), to apply the rules in writing the exercise 2, p. 8.</p>	<p>7 min.</p> <p>30 min.</p> <p>6 min.</p> <p>2 min.</p>	<p>Worksheets, pens.</p> <p>Textbooks.</p> <p>Worksheets.</p> <p>Textbooks, copybooks, pens.</p>	<p>Group Work Find someone who</p> <p>Whole Class Work Explanation</p> <p>Whole Class Work Identification exercise Grammar exercise</p> <p>Individual Work Whole Class Work True - False</p>

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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.4</p> <p>3.1 3.2 3.3</p> <p>4.1</p>	<p><b>Lesson 2</b></p> <p><b>“Feet and legs”</b></p>	<p><b>EVOCATION</b> <b>Vocabulary revision:</b> the teacher asks the pupils to touch the part of the head she names and say what they are doing. Ex. <i>I’m touching my nose / ears / eyes.</i></p> <p><b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Vocabulary (p. 9), using the picture in the textbook or a dictionary if necessary. - <b>Vocabulary practice:</b> filling the sentences with the new words (ex. 2, p. 9). - In pairs, matching the idioms with their definitions, making up sentences using some of them (ex. 1, p. 9). - <b>Reading activity:</b> Reading the text (ex. 1, p. 9). - <b>Post-reading activity:</b> filling synonyms in the text, answering questions about the text (ex. 2, 3, p. 10).</p> <p><b>REFLECTION</b> Writing a short paragraph describing their own feet and legs, starting this way: <b>My legs are long and straight.</b></p> <p><b>EXTENSION</b> To write a paragraph with 50 words to explain his Abraham Lincoln’s quote <b>“Put your feet in the right place, and stand firm.”</b> (Writing - ex. 2, p. 10)</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Textbooks, dictionary.</p> <p>Textbooks, copybooks, pens.</p> <p>A microphone</p>	<p>Whole Class Work Communicative Method Game</p> <p>Whole Class Work Gap sentences Think-pair-share Matching exercise</p> <p>Whole Class Work Text Chain reading Lexical exercise Questions - answers Individual Work Microphone technique</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence – Receiving oral messages (Listening)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.4</p> <p>1.4</p> <p>4.1</p>	<p><b>Lesson 2</b></p> <p><b>“Feet and legs”</b></p>	<p><b>EVOCATION</b> <b>Vocabulary revision:</b> the teacher asks the pupils to touch the part of the head she names and say what they are doing. Ex. <i>I’m touching my knees / toes / heels.</i></p> <p><b>REALIZATION OF MEANING</b> - Writing all the parts of the legs and feet they remember by memory, putting the nouns in plural. - <b>Grammar:</b> studying the lists of nouns having only singular or only plural (p. 10). - <b>Grammar practice:</b> choosing suitable form of the verb to complete the sentences, using 3 singular and 3 plural nouns from the grammar box in their own sentences (Grammar - ex. 1, 2, p. 10).</p> <p><b>REFLECTION</b> <b>Opened letter</b> <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 was easy to ...</i> <i>It was difficult to ...</i> <i>I think my mark is ...</i></p> <p><b>EXTENSION</b> To remember the nouns having only singular or only plural from the grammar box, to use other 3 singular and 3 plural nouns in their own sentences.</p>	<p>5 min.</p> <p>33 min.</p> <p>6 min.</p> <p>2 min.</p>	<p>Copybooks, pens.</p> <p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Communicative Method Game</p> <p>Individual Work Grammar exercise</p> <p>Group work Shared research Whole Class Work Grammar exercise Individual Work Grammar exercise</p> <p>Individual Work Open letter Self-evaluation</p>

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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.2 2.4</p> <p>3.1 3.3</p> <p>4.1 4.4</p>	<p><b>Lesson 3</b></p> <p><b>“Hands and arms”</b></p>	<p><b>EVOCATION</b> - Imagine you are your owner’s hands. Speak about what you did yesterday. Start this way: „<i>We are Ann’s hands. Yesterday we had a difficult day. We had a lot of work to do. We ...</i>” You may use connectors like: <i>First, then, after that or in the morning, in the afternoon, in the evening.</i></p> <p><b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Vocabulary (p. 11), using the picture in the textbook or a dictionary if necessary. - <b>Vocabulary practice:</b> filling the sentences with the new words (ex. 2, p. 12). - In pairs, matching the idioms with their definitions, making up sentences using some of them (ex. 1, p. 11). - <b>Reading activity:</b> Reading the text (ex. 1, p. 12). - <b>Post-reading activity:</b> saying true or false, unscrambling the sentences from the text (ex. 2, 3, p. 13).</p> <p><b>REFLECTION</b> Continue the mind including all the body parts that go in pair. Start this way: „Every man has 2 ..., 2..., 2....”</p> <p><b>EXTENSION</b> To write a paragraph about what their mother does with her hands (Writing - ex. 3, p. 14).</p>	<p>5 min.</p> <p>33 min.</p> <p>5 min.</p> <p>2 min.</p>	<p>Copybooks, pens.</p> <p>Textbooks, dictionary.</p> <p>Textbooks, copybooks, pens.</p>	<p>Individual Work Creative writing Composition with a given beginning</p> <p>Whole Class Work Gap sentences Think-pair-share Matching exercise</p> <p>Whole Class Work Text Chain reading True - false Scrambled sentences Individual Work Gap text Whole Class Work Add something more</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.2 2.4</p> <p>4.1 4.4</p>		<p><b>EVOCATION</b> Forming gerund (V+ing) from the given verbs (Writing - ex. 2, p. 14).</p> <p><b>REALIZATION OF MEANING</b> - <b>Grammar:</b> studying the rules information about Passive voice (p. 13-14). - <b>Grammar practice:</b> finding in the text the sentences containing verbs in Passive voice, changing the sentences to the Passive Voice, inserting in the sentences the verbs in Passive Voice (Grammar - ex. 1, 2, 3, p. 13-14).</p> <p><b>REFLECTION</b> Write 4 sentences about the things done by your hands using verbs in different tenses in Passive Voice. <b>Ex.</b> A text <i>is being written</i> by my right hand now. <i>My bed will be made</i> by my hands tomorrow morning. <i>The dinner was cooked</i> by my hands yesterday evening.</p> <p><b>EXTENSION</b> To learn the rules (p. 13, 14), to apply the rules in changing the sentences to Passive Voice (Grammar - ex. 4, p. 14).</p>	<p>5 min.</p> <p>33 min.</p> <p>5 min.</p> <p>2 min.</p>	<p>Copybooks.</p> <p>Textbooks.</p> <p>Copybooks, blackboard, chalk.</p>	<p>Whole Class Work Grammar exercise</p> <p>Group work Shared research Whole Class Work Grammar exercise</p> <p>Individual Work Creative writing</p>

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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.1 2.4</p> <p>3.1 3.3</p> <p>4.2</p>	<p><b>Lesson 4</b> <b>“Clothing”</b></p>	<p><b>EVOCATION</b> - Brainstorming around the word CLOTHES. - Describing the clothes they are wearing. - Talking about the clothes they like and dislike wearing (ex. 3, p. 15). <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Vocabulary (p. 15), using pictures or a dictionary if necessary. - Matching the pictures to the words (ex. 2, p. 16). - Filling the sentences with the new words (ex. 2, p. 15). - <b>Reading activity:</b> Reading the text (Reading - ex. 1, p. 15). - <b>Post-reading activity:</b> finding the synonyms in the text, answering questions about the text (ex. 3, 4, p. 16). <b>REFLECTION</b> - Debating if a dress code should be required in schools (ex. 2, p. 15). <b>EXTENSION</b> To write a paragraph giving three reasons why students should or should not wear a uniform to school (Writing - ex. 2, p. 17).</p>	<p>12 min.</p> <p>25 min.</p> <p>6 min.</p> <p>2 min.</p>	<p>Textbooks, blackboard, copybooks, chalk.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks.</p> <p>Textbooks, blackboard, chalk.</p>	<p>Whole Class Work Communicative Method Brainstorming Discussion</p> <p>Whole Class Work Matching exercise Pair work Gap sentences Whole Class Work Text Chain reading Lexical exercise Questions - answers Whole Class Work Chart T</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative Competence – Receiving oral messages (Listening)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.1 2.4</p> <p>3.1 3.3</p> <p>1.3</p> <p>4.5</p>		<p><b>EVOCATION</b> - Describing what one of their colleagues is wearing without naming him/her, having the classmates to guess who he/she is (Writing - ex. 1, p. 17). <b>REALIZATION OF MEANING</b> - <b>Pre- listening activity:</b> reading and checking the understanding of the question they have to answer after listening the text (Listening - ex. 1, p. 16). - <b>Listening activity:</b> listening to the text (p. 100). - <b>Post- listening activity:</b> answering questions about the text, putting the sentences from the text in the proper order (Listening - ex. 1, 2, p. 16, 17). - <b>Grammar:</b> studying the rules information about Compound Nouns and Noun Substitutes (p. 17), completing the sentences with suitable Compound Nouns, finding sentences that contain Compound Nouns in the text (Grammar - ex. 1, 2, p. 17). <b>REFLECTION</b> In pairs holding a thematic conversation „At the department store” using noun substitutes (Grammar - ex. 3, p. 17). <b>EXTENSION</b> To learn and apply the grammar rules, to include 5 Compound Nouns and Noun Substitutes in their own sentences.</p>	<p>7 min.</p> <p>30 min.</p> <p>6 min.</p> <p>2 min.</p>	<p>Copybooks, pens.</p> <p>Blackboard, copybooks, chalk.</p> <p>Dictionary.</p> <p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p>	<p>Individual Work Description</p> <p>Whole Class Work Communicative Method</p> <p>Questions - answers Selective exercise</p> <p>Group work Shared research Whole Class Work Grammar exercise</p> <p>Pair work Role play</p>

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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.2	<p><b>Lesson 5</b> <b>"Footwear"</b></p>	<p><b>EVOCATION</b> - Brainstorming around the word FOOTWEAR. - Describing the footwear they are wearing. - Talking about the footwear they like and dislike wearing.</p>	5 min.	Blackboard, chalk.	Whole Class Work Communicative method Brainstorming Discussion
<p>Communicative Competence - Receiving written messages (Reading)</p>	3.1 3.3		<p><b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Vocabulary (p. 18). - Matching the pictures to the words. - Explaining what the meaning of the words (ex. 2, p. 18). - Matching the words to their definitions (ex. 3, p. 18). - <b>Reading activity:</b> Reading the texts (ex. 1, p. 19).</p>	30 min.	POWER POINT, computer, projector, screen. Textbooks.	Whole Class Work Direct Method Matching exercise  Explanation
<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	4.1 4.6		<p>- <b>Post-reading activity:</b> finding synonyms and antonyms for the given words (ex. 2, 4, p. 20), answering questions about the text (ex. 3, p. 20). - <b>Listening activity:</b> listening to the dialogue (p. 100), filling the blanks with the missed words, role playing the dialogue, making up similar dialogue (Listening - ex. 1, 2, p. 19).</p>	8 min.	Textbooks, copybooks, pens.	Whole Class Work Text Chain reading Lexical exercise Questions - answers Individual work Gap sentences Pair work Role play
			<p><b>REFLECTION</b> - Writing a paragraph to answer the question: <i>How important are clean, shiny shoes to you? Why?</i> (ex. 4, p. 18). <b>EXTENSION</b> To retell the text and learn the words, to write paragraph to comment on the lesson quotation (p. 18).</p>	2 min.	A plastic glass	Individual work Pens in the glass
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.2		<p><b>EVOCATION</b> The teacher ask a student to say a sentence, the she asks: "What does he/she say?" having the rest of the students to report the sentence. <b>Ex. Pupil 1 - "I like sweets and cakes."</b> <b>The teacher - "What does she say?"</b> <b>Pupil 2 - "She says she likes sweets and cakes."</b></p>	5 min.		Communicative Method Whole Class Work Conversation
<p>Communicative Competence - Receiving written messages (Reading)</p>	3.1 3.3		<p><b>REALIZATION OF MEANING</b> - <b>Grammar:</b> studying the rules information about Reported Speech (p. 20-21). - <b>Grammar practice:</b> reporting the sentences (Grammar - ex. 1, p. 21).</p>	30 min.	Worksheets, copybooks, pens.	Whole Class Work Discovery Learning Method Explanation Whole Class Work Grammar exercise
<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	4.1 4.6		<p><b>REFLECTION</b> <b><u>Opened letter</u></b> <i>Dear parents,</i> <i>I want to tell you that during the English lesson today I've learned...</i> <i>It can use ...</i> <i>It didn't undstand how to use ...</i> <i>I think my mark is ...</i></p>	8 min.	Blackboard, chalk.	Individual Work Open letter Self-evaluation
			<p><b>EXTENSION</b> To learn the grammar rules, to apply the learned rules - ex. 3, (p. 112).</p>	2 min.	A poster with the letter	

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Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	2.4	<b>Lesson 9</b>  <i>“Round up”</i>	<b>EVOCATION</b> Writing the words by dictation, dividing them into categories:	5 min.	Copybooks, Pens.  Textbooks.  Blackboard, chalk.	Individual work Categories  Communicative Method Whole Class Work Group work Pair Work Grammar exercises  Whole Class Work Game										
			<table border="1"> <tr> <td><i>Face</i></td> <td><i>Legs</i></td> <td><i>Arms</i></td> <td><i>Clothes</i></td> <td><i>Footwear</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<i>Face</i>			<i>Legs</i>	<i>Arms</i>	<i>Clothes</i>	<i>Footwear</i>						33 min.
	<i>Face</i>		<i>Legs</i>	<i>Arms</i>			<i>Clothes</i>	<i>Footwear</i>								
4.2	<b>REALIZATION OF MEANING</b> - Solving the exercises from the book orally and in a written way (ex. I-III, p. 22-23).															
4.4	<b>REFLECTION</b> Playing the game <i>The wind of democracy blows for those who...</i> - have blue/green/black ... eyes; - have long/short/straight ... hair; - are wearing a dress /a blazer/ jeans...	5 min.														
		<b>EXTENSION</b> Unit revision, to write - ex. 1, p. 109 (Passive Voice) and ex. 1, p. 112 (Reported Speech).	2 min.													

# POSSESSIVE CASE

**RULES:**

> **Apostrophe – ('s)**

The apostrophe is normally used to show possession, that there is a relationship between two things or that something belongs to another.

Eg. John's car (=The car of John. The car belongs to John.)

> **Singular nouns even the ones ending in -s**

Add: 's.

Eg. We went to Ange's house last night.

Have you seen the dog's bone?

Mr. Lewis's dog always comes into our property.

> **Plural nouns ending in -s**

Only add the apostrophe -'.

Eg. I went to my friends' party.

My cousins' house is always a mess.

> **Plural nouns not ending in -s**

Add: 's.

Eg. The children's toys are all over the room.

The men's toilet was disgusting.



\* Use the **Possessive Case** according to the example: car/Tim - Tim's car.

1. Book/Phil \_\_\_\_\_
2. John/bicycle \_\_\_\_\_
3. The girls/friends \_\_\_\_\_
4. House/my parents \_\_\_\_\_
5. Toys/those children \_\_\_\_\_
6. That man/keys \_\_\_\_\_
7. Eyes/the cats \_\_\_\_\_
8. The dog/nose \_\_\_\_\_
9. Joe/sister \_\_\_\_\_

10. Those men/names \_\_\_\_\_
11. Marcus/foot \_\_\_\_\_
12. Charles/ mobile \_\_\_\_\_
13. Telephone number/Mary \_\_\_\_\_
14. car/Mr and Mrs Brown \_\_\_\_\_
15. ears/the elephants \_\_\_\_\_
16. Mr Jones/child \_\_\_\_\_
17. The children/balls \_\_\_\_\_
18. The Simpsons/dog \_\_\_\_\_



\* Rewrite the following sentences in the possessive case.

1. The house of my parents is large. \_\_\_\_\_
2. The friends of her sisters are very nice. \_\_\_\_\_
3. Do you like the bedroom of the children? \_\_\_\_\_
4. That girl is the daughter of the Whites. \_\_\_\_\_
5. The room of his cousins is next to mine. \_\_\_\_\_
6. Where are the cars of the policemen? \_\_\_\_\_
7. The garden of the Simpsons is very big. \_\_\_\_\_
8. The park of St. James is beautiful. \_\_\_\_\_

*Change the SPC in the sentences.*

1. This is .....book. (Peter)
2. Let's go to the ..... (Smiths)
3. The ..... room is upstairs. (children)
4. ....sister is twelve years old. (John)
5. .... and ..... school is old. (Susan — Steve)
6. .... shoes are on the second floor. (men)
7. My ..... car was not expensive. (parents)
8. .... CD player is new. (Charles)
9. This is the ..... bike. (boy)
10. These are the ..... pencils. (boys)



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Find someone who...

has got blue eyes	has got long hair	has got long straight hair	has got short dark hair
has got wavy hair	has got snub nose	has got flat nose	has got broad nose
has got green eyes	has got hazel eyes	has got black eyes	has got big eyes
is bald	has got beard	has round face	has oval face