SCI SC Lesson (Content) Communicative and Pragmatic Competence - Producing oral SC Lesson Learning Activities Learning Activities FOOCATION - Name the parts of the body belonging to the head What words and word combinations Lesson 1 - What words and word combinations Copybooks,	Strategies (MTF) Evaluation
and Pragmatic Competence 2.3 Lesson 1 - Name the parts of the body belonging to the head. Board, chalk.	
Competence the head. Board, chalk.	1
	Whole Class Work
	Spidergram
i - i oggicine otali i i i i icavianu i - votal wolus i anu wolu compilations i i i CODVDOOKS.	Brainstorming
messages and face" would you use to describe the face of the Pens.	Drainiscorning
	Mile elle Clere Mierel
interactions girl in the picture? (the top of the page 6)	Whole Class Work
(Spoken REALIZATION OF MEANING	Gap sentences
Interaction) - Pre-reading activity: Introducing the new vocabulary: parts of the body belonging to POINT,	
Communicative the head and Vocabulary (p. 6). computer,	Individual Work
Competence - Filling the sentences with the new words projector,	Description
- Receiving written 3.1 (ex. 2, p. 6). screen.	Whole Class Work
messages 3.3 - Describing a classmate, using 6 words Textbook.	Guessing game
(Reading) from the new vocabulary having the other Dictionary.	
students to guess who she or he is (ex. 3, p.	Whole Class Work
6).	Chain reading
Communicative - Reading activity : Reading the text (ex. 1, Textbooks.	Lexical exercise
and Pragmatic 4.5 p. 7).	Questions -
Competence – Post-reading activity: answering questions	answers
	alisweis
Producing written about the text, finding in the text antonyms	
messages (Writing) for the given words (ex. 2, 3, p. 7).	Individual Work
REFLECTION 4 min.	Self-portrait
- Describing themselves using the new	Pens in the glass
learned vocabulary. A plastic glass	
EXTENSION	
Writing a short paragraph describing the 2 min.	
eyes, nose and hair of two people in your	
family,or of two friends and 2 actors or	
acresses in the picture (Writing - ex. 1, 2, p.	
8).	
Communicative 2.1 EVOCATION 7 min.	
and Pragmatic 2.3 - Discussing in groups, students try to find a Worksheets,	Group Work
Competence person corresponding to the description pens.	Find someone who
- Producing oral and write sentences using Possessive Case.	
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
interactions - Grammar: studying the rules of 2 ways of	Whole Class Work
(Spoken forming Possessive Case (p. 7). Textbooks.	Explanation
Interaction) - Grammar practice: finding sentences that	
use the Possessive Case in the text, changing	Whole Class Work
Communicative the SPC sentences found in the text to APC Worksheets.	Identification
Competence sentences, changing the APC sentences to 6 min.	exercise
- Receiving written 3.1 SPC sentences (Grammar - ex. 1, p. 7).	Grammar exercise
messages 3.3 REFLECTION	Grammar CACICISE
1	Individual M
(Reading) Writing 5 true or false ideas about the Textbooks,	Individual Work
actors on the photos (LisaVasya, Paul copybooks,	Whole Class Work
Walker, Debby Ryan), using Possessive pens.	True - False
Communicative Case, having their classmates to correct the	
and Pragmatic false statements, using the expressins: you 2 min.	
Competence – 4.5 are right, I agree with you, I'm afraid you	
Producing written are wrong (Writing - ex. 2, p. 8).	
messages (Writing) EXTENSION	
To learn the rules of 2 ways of forming	
	1
Possessive Case (p. 7), to apply the rules in	

			UNIT PLAN VII ⁴⁴ FORM			
Communicative		Lesson 2	EVOCATION	5 min.		Whole Class Work
and Pragmatic	2.4		Vocabulary revision: the teacher asks the			Communicative
Competence		"Feet and	pupils to touch the part of the head she			Method
- Producing oral		legs"	names and say what they are doing.			Game
messages and		9-	Ex. I'm touching my nose / ears / eyes.			
interactions			REALIZATION OF MEANING	30 min.		
(Spoken			- Pre-reading activity : Introducing the new	30 111111	Textbooks,	
Interaction)			vocabulary: Vocabulary (p. 9), using the		dictionary.	
interaction			picture in the textbook or a dictionary if		dictionally.	
Communicative			1 -			
	2.4		necessary.			14/l
Competence	3.1		- Vocabulary practice : filling the sentences			Whole Class Work
- Receiving written	3.2		with the new words (ex. 2, p. 9).			Gap sentences
messages	3.3		- In pairs, matching the idioms with their			Think-pair-share
(Reading)			definitions, making up sentences using			Matching exercise
			some of them (ex. 1, p. 9).			
Communicative			- Reading activity : Reading the text (ex. 1,			
and Pragmatic			p. 9).			Whole Class Work
Competence –	4.1		- Post-reading activity : filling synonyms in			Text
Producing written			the text, answering questions about the text		Textbooks,	Chain reading
messages (Writing)			(ex. 2, 3, p. 10).		copybooks,	Lexical exercise
			REFLECTION		pens.	Questions -
			Writing a short paragraph describing their	8 min.		answers
			own feet and legs, starting this way: My		A microphone	Individual Work
			legs are long and straight.			Microphone
			EXTENSION			technique
			To write a paragraph with 50 words to	2 min.		
			explain his Abraham Lincoln's quote "Put			
			your feet in the right place, and stand			
			<i>firm.</i> " (Writing - ex. 2, p. 10)			
Communicative			EVOCATION	5 min.		
and Pragmatic	2.4		Vocabulary revision: the teacher asks the			Whole Class Work
Competence			pupils to touch the part of the head she			Communicative
- Producing oral			names and say what they are doing.			Method
messages and			Ex. I'm touching my knees / toes / heels.			Game
interactions			REALIZATION OF MEANING	33 min.		Guine
(Spoken			- Writing all the parts of the legs and feet	33 111111.	Copybooks,	Individual Work
Interaction)			they remember by memory, putting the		• •	Grammar exercise
micraction)			nouns in plural.		pens.	Grammar exercise
Communicative			- <i>Grammar</i> : studying the lists of nouns		Textbooks.	Group work
			having only singular or only plural (p. 10).		TEXLUUUKS.	Shared research
Competence –	1 1		- <i>Grammar practice</i> : choosing suitable form			Whole Class Work
Receiving oral	1.4					
messages			of the verb to complete the sentences, using			Grammar exercise
(Listening)			3 singular and 3 plural nouns from the			Individual Work
Commercial			grammar box in their own sentences			Grammar exercise
Communicative			(Grammar - ex. 1, 2, p. 10).			
and Pragmatic	, ,		REFLECTION	6 min.		
Competence –	4.1		Opened letter			
Producing written			Dear parents, I want to tell you that during the English lesson		Textbooks,	Individual Work
messages (Writing)			today I've learned some new words		copybooks,	Open letter
			It was easy to		pens.	Self-evaluation
			It was difficult to			
			I think my mark is			
			EXTENSION	2 min.		
			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.			
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			UNIT PLAN VII" FORM			
Communicative		Lesson 3	EVOCATION	5 min.		Individual Work
and Pragmatic	2.2		- Imagine you are your owner's hands.		Copybooks,	Creative writing
Competence	2.4	"Hands and	Speak about what you did yesterday. Start		pens.	Composition with a
- Producing oral		arms"	this way: "We are Ann's hands. Yesterday			given beginning
messages and			we had a difficult day. We had a lot of work			
interactions			to do. We" You may use conectors like:			
(Spoken			First, then, after that or in the morning, in			
Interaction)			the afternoon, in the evening.			
meeraction			REALIZATION OF MEANING	33 min.	Textbooks,	
Communicative			- Pre-reading activity : Introducing the new	33 111111.	dictionary.	
Competence	3.1		vocabulary: Vocabulary (p. 11), using the		dictionally.	
- Receiving written	3.3		picture in the textbook or a dictionary if			
_	3.3		1 -			
messages			necessary.			Mhala Class Mark
(Reading)			- Vocabulary practice : filling the sentences			Whole Class Work
			with the new words (ex. 2, p. 12).			Gap sentences
			- In pairs, matching the idioms with their			Think-pair-share
Communicative			definitions, making up sentences using			Matching exercise
and Pragmatic			some of them (ex. 1, p. 11).			
Competence –	4.1		- Reading activity : Reading the text (ex. 1,			Whole Class Work
Producing written	4.4		p. 12).			Text
messages (Writing)			- Post-reading activity : saying true or false,		Textbooks,	Chain reading
			unscrambling the sentences from the text		copybooks,	True - false
			(ex. 2, 3, p. 13).		pens.	Scrambled
			REFLECTION	5 min.		sentences
			Continue the mind including all the body			Individual Work
			parts that go in pair. Start this way: "Every			Gap text
			man has 2, 2"			Whole Class Work
			EXTENSION	2 min.		Add something
			To write a paragraph about what their			more
			mother does with her hands (Writing - ex. 3,			
			p. 14).			
Communicative			EVOCATION	5 min.		
and Pragmatic	2.2		Forming gerund (V+ing) from the given		Copybooks.	Whole Class Work
Competence	2.4		verbs (Writing - ex. 2, p. 14).			Grammar exercise
- Producing oral			REALIZATION OF MEANING	33 min.		
messages and			- Grammar : studying the rules information		Textbooks.	
interactions			about Passive voice (p. 13-14).			Group work
(Spoken			- Grammar practice: finding in the text the		Copybooks,	Shared research
Interaction)			sentences containing verbs in Passive voice,		blackboard,	Whole Class Work
			changing the sentences to the Passive Voice,		chalk.	Grammar exercise
Communicative			inserting in the sentences the verbs in		ciran.	Grammar exercise
and Pragmatic	4.1		Passive Voice (Grammar - ex. 1, 2, 3, p. 13-			
Competence –	4.4		14).			
Producing written	7.7		REFLECTION			
messages			Write 4 sentences about the things done	5 min.		
(Writing)			by your hands using verbs in different	١١١١١١، ا		Individual Work
(vviicilig)			tenses in Passive Voice.			Creative writing
			Ex. A text is being written by my right hand			Creative willing
			now.			
			My bed <u>will be made</u> by my hands			
			tomorrow morning.			
			The dinner <u>was cooked</u> by my hands			
			yesterday evening.			
			EXTENSION	2 min		
				2 min.		
			To learn the rules (p. 13, 14), to apply the			
			rules in changing the sentences to Passive			
			Voice (Grammar - ex. 4, p. 14).			

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

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

UNIT PLAN VIIth FORM

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Communicative	2.4	Lesson 9	EVOCATION					5 min.		
and Pragmatic			Writing the words by dictation, dividing				n, dividing		Copybooks,	Individual work
Competence		"Round up"	them into categories:						Pens.	Categories
- Producing oral			Face	Legs	Arms	Clothes	Footwear			
messages and								33 min.	Textbooks.	Communicative
interactions			REALIZA	ATION	OF ME	ANING				Method
(Spoken			- Solving the exercises from the book orally				he book orally		Blackboard,	Whole Class Work
Interaction)	4.2		and in a written way (ex. I-III, p. 22-23).				p. 22-23).		chalk.	Group work
Communicative	4.4		REFLECTION							Pair Work
and Pragmatic			Playing the game <i>The wind of democracy</i>				democracy	5 min.		Grammar exercises
Competence –			blows for those who							
Producing written			- have blue/green/black eyes;				es;			Whole Class Work
messages and			- have long/short/straight hair;				air;			Game
interactions			- are wearing a dress /a blazer/ jeans				/ jeans			
(Writing,			EXTENSION					2 min.		
Grammar)			Unit revision, to write - ex. 1, p. 109 (Passive				p. 109 (Passive			
			Voice) a	and ex.	1, p. 1	12 (Repo	rted Speech).			

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.
 - Book/Phil _____
 - 2. John/bicycle_
 - The girls/friends ______
 - House/my parents_____
 - Toys/those children _____
 - 6. That man/keys _____
 - 7. Eyes/the cats _____
 - 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
 - The children/balls____
 - The Simpsons/dog



- Rewrite the following sentences in the possessive case.
- The house of my parents is large.
- The friends of her sisters are very nice. ______
- Do you like the bedroom of the children?
- That girl is the daughter of the Whites.
- 5. The room of his cousins is next to mine.
- Where are the cars of the policemen?
- 7. The garden of the Simpsons is very big.
- The park of <u>St. James</u> is beautiful.

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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	andschool 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)

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 bíg eyes
ís bald	has got beard	has round face	has ovalface