

**UNIT PLAN VIII<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>		
Communicative Competence – Receiving oral messages (Listening)	1.1 1.2	<b>Lesson 1</b> “On vacation”	<b>EVOCAION</b> Work in groups and complete the spidergram:	5 min.	Posters, markers.	Group Work Spidergram Communicative Method Discussion		
			<pre> graph TD     Places --- Vacation     Period --- Vacation     Activities --- Vacation             </pre>	30 min.			Textbooks, copybooks, pens.	Pronunciation exercise Whole Class Work Pair work Dialogue
			<b>REALIZATION OF MEANING</b> Introducing the new vocabulary: Mind Your Pronunciation (p. 5), matching the pictures to the words. <b>Talking activity:</b> Talking in pairs about the vacation activities they like or dislike and about the ones would like to do, using example and the pictures (ex. 1, p. 4). - <b>Listening activity:</b> ex. 2 (a), p. 4 – the text on p.132. While listening the students make up questions about the text beginning with the given words. - <b>Post-listening activity:</b> putting the actions in order, summarizing the text (ex. 2 (b, c), p. 5). - Learning how to make an on-line reservation and completing the form (ex. 3, p. 5). - Role playing a phone call for a reservation (ex. 4, p. 5).	9 min.			POWER POINT, computer, projector, screen.	Text Questions - answers Mixed ideas
Communicative and Pragmatic Competence – Producing oral messages and interactions (Spoken Interaction)	2.1 2.2 2.3 2.4	4.1	<b>REFLECTION</b> - Talking about the next vacation, following the plan: 1. Place: country, city, town (1 sentence); 2. Location (1 sentence); 3. Duration (1 sentence); 4. Period/season (1 sentence); 5. Reasons (2 sentences); 6. Accommodation (2 sentences); 7. Ways of spending time (2 sentences).	1 min.	Textbooks, copybooks, pens.	Whole Class Work Chain story  Individual Work Gap text  Pair work Role play		
Communicative and Pragmatic Competence – Producing written messages (Writing)	4.1		<b>EXTENSION</b> Do it at home - to describe an ideal vacation (p. 5).		A plastic glass	Individual Work Composition Pens in the glass		
Communicative and Pragmatic Competence – Producing oral messages and interactions (Spoken Interaction)		2.1 2.2 2.5	<b>Lesson 2</b> “Blackboard vs Computers”	<b>EVOCAION</b> - Brainstorming around the word COMPUTER.	5 min.	Blackboard, chalk.	Whole Class Work Brainstorming Communicative Method Discussion	
	<b>REALIZATION OF MEANING</b> Introducing the new vocabulary: Mind Your Pronunciation (p. 5), matching the pictures to the words, matching the sentences to the pictures (ex. 1, p. 6). - <b>Listening activity:</b> ex. 2 (a), p. 4 – the text on p.132. - <b>Post-listening activity:</b> answering questions about the text (ex. 2, 3, p. 6). - <b>Reading activity:</b> Reading the information (ex. 4, p. 6). - <b>Post-reading activity:</b> answering questions			25 min.	POWER POINT, computer, projector, screen.			Whole Class Work Answers-questions
					Textbooks, Worksheets copybooks, pens.			Text Answers-questions

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<p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>3.3 3.4</p> <p>4.1</p>		<p>to check reading comprehension. <b>Talking activity:</b> Talking about the computer in our life (ex. 5, p. 7). Gr. 1 – <b>White Hat</b> – Speak about all real facts they know about the computer and its usage, the number computers we have in our school and how they are used. Gr. 2 – <b>Blue Hat</b> - Speak about the advantages and disadvantages of using the computer in the classroom. Gr. 3 – <b>Green Hat</b> – Talk about the use of the computer in everyday life, proving that modern life is impossible without it. Gr. 4 – <b>Yellow Hat</b> – Speak about the advantages of using computers in education. Gr. 5 – <b>Red Hat</b> – Talk about their feelings connected with the use of computer and other technologies. Gr. 3 – <b>Black Hat</b> – Speak about the negative impacts of the computer people life. <b>REFLECTION</b> The students present their minds and conclusions to the class. <b>EXTENSION</b> Do it at home - to give 3 reasons why they would like to have an up-to-date computer or tablet (p. 7).</p>	<p>13 min.</p> <p>2 min.</p>	<p>Textbooks, dictionary</p>	<p>Group work Thinking hats</p> <p>Whole Class Work Plenary presentation</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 2.2 2.4</p> <p>3.4</p> <p>1.1 1.2 1.6</p> <p>4.1 4.3</p>	<p><b>Lesson 3</b></p> <p><b>“Life Events”</b></p>	<p><b>EVOCATION</b> - Brainstorming around the structure LIFE EVENTS. <b>REALIZATION OF MEANING</b> Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 8), making up sentences with the new words. - <b>Pre-reading activity:</b> recognizing the people in the picture, matching the actions to the personalities (ex. 2, p. 8). - <b>Reading activity:</b> In groups reading and completing the texts with the word structures from the previous exercise and using the verbs in the brackets (ex. 2, p. 46). - <b>Post-reading activity:</b> asking and answering questions about the famous personalities. - <b>Listening activity:</b> ex. 4, p. 9 – the text on p.133, selecting the years from the text and completing the time line with the corresponding life events. <b>REFLECTION</b> Completing the phrases with the specific details from their own life. <b>EXTENSION</b> Do it at home - to write and talk about a famous personality referring to the main life events (p. 9).</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Blackboard, chalk.</p> <p>Textbooks, dictionaries.</p> <p>A snowball made of paper</p>	<p>Whole Class Work Communicative Method Discussion Brainstorming Graphic organizer</p> <p>Whole Class Work Matching exercise Dialogue Role play</p> <p>Gap text Questions - answers</p> <p>Pair work Time line Think-pair-share</p> <p>Individual work Continue the mind</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>Communicative Competence – Receiving oral messages (Listening)</p>	2.1	<p><b>Lesson 4</b></p> <p><b>“Time Management</b></p>	<p><b>EVOCATION</b> <i>Discovering the topic of the lesson through solving a crossword – <b>time management.</b></i></p> <p><b>REALIZATION OF MEANING</b> - Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 10), making up sentences with the new words. - Testing the ability of managing time in pairs (ex. 1, p. 10). - <b>Talking activity:</b> Talking about the things that can help managing the time in pairs, finding the common things (ex. 2, p. 10). - <b>Reading activity:</b> Reading the text (ex. 3, p. 10). - <b>Post-reading activity:</b> answering questions about the text and finding in the text the word corresponding to the given definitions: <i>trick, schedule, lack, deadline, stress, to succeed</i> (ex. 4, p. 11). - <b>Listening activity:</b> ex. 5, p. 10 – the text on p.133, completing the sentences with the missed subject, according to the listened text.</p> <p><b>REFLECTION</b> In the bottom section, the students record three things they learned for the day. In the middle section, the students record two things that they are going to apply in their real life. In the top section, the students describe how the information learned can help them in their everyday lives.</p> <p><b>EXTENSION</b> Do it at home - to write a paragraph about time management using the picture, the connectors and the learned information (p. 11).</p>	5 min.	<p>POWER POINT, computer, projector, screen.</p> <p>Textbooks, dictionary.</p> <p>Textbooks</p> <p>Worksheets with the description of the method.</p>	<p>Whole Class Work Silent Way Crossword</p> <p>Pair Work Dialogue Questions - answers</p> <p>Pair work Think-pair-share</p> <p>Whole Class Work Direct Method Text Questions – answers</p> <p>Individual Work Gap sentences</p> <p>Individual Work Pyramid 3-2-1</p>
	2.2		28 min.			
	2.3		10 min.			
	2.4		2 min.			
	3.3					
<p>Communicative and Pragmatic Competence – Receiving oral messages (Listening)</p>	1.1	<p><b>Lesson 5</b></p> <p><b>“Civilization: Fast Facts”</b></p>	<p><b>EVOCATION</b> - What English speaking countries do you know? - What do you want to know about each country?</p> <p><b>REALIZATION OF MEANING</b> - Matching the countries to the maps, putting them in order of their size. Listening to the text p. 133 and checking the predictions. Listening to the text again and putting them in order of their population. Listening to the text and completing the clustering the learned information (ex. 1, p. 12). - Pronouncing the geographical names correctly: Mind Your Pronunciation (p. 12). - <b>Pre-reading activity:</b> Filling the table with the given rubrics (ex. 2, p. 12) in pairs talking about the new information they</p>	5 min.	<p>Blackboard, chalk.</p> <p>Textbooks.</p>	<p>Whole Class Work Communicative method Discussion Graphic organizer Clustering Matching exercise</p> <p>Whole Class Work Pronunciation exercise</p> <p>Pair work Think-pair-share</p>
	1.2		28 min.			

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<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p> <p>Culture</p>	<p>4.1</p> <p>4</p>		<p>have learned. Reporting it to the class.</p> <p>- <b>Reading activity:</b> Reading the texts (ex. 3, p. 13).</p> <p>- <b>Post-reading activity:</b> Making notes about the countries under the headings. Sharing the information to complete the table (ex. 4, p. 13).</p> <table border="1" data-bbox="553 352 1029 520"> <thead> <tr> <th><i>The UK</i></th> <th><i>Fast facts</i></th> <th><i>The USA</i></th> </tr> </thead> <tbody> <tr> <td></td> <td>Geography</td> <td></td> </tr> <tr> <td></td> <td>History</td> <td></td> </tr> <tr> <td></td> <td>Government</td> <td></td> </tr> <tr> <td></td> <td>People &amp; Culture</td> <td></td> </tr> </tbody> </table> <p><b>REFLECTION</b></p> <p>1. Each student record <b>three</b> things he or she learned from the lesson.</p> <p>2. The students record <b>two</b> things that they found interesting and that they'd like to learn more about.</p> <p>3. The students record <b>one</b> question they still have about the material.</p> <p><b>EXTENSION</b></p> <p>Do it at home - to make a PPP about one of the other 3 English speaking countries (p. 13).</p>	<i>The UK</i>	<i>Fast facts</i>	<i>The USA</i>		Geography			History			Government			People & Culture		<p>10 min.</p> <p>2 min.</p>	<p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Chain reading Text Graphic organizer Table</p> <p>Individual Work 3-2-1 technique</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 and interactions (Writing, Grammar)</p>	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.3</p> <p>3.4</p> <p>4.1</p> <p>4.4</p> <p>4.6</p>	<p><b>Lesson 6</b></p> <p><b>“Grammar Page”</b></p>	<p><b>EVOCATION</b></p> <p>Complete the sentences in the text with <b>is</b> or <b>are</b>: <i>The Browns are in the kitchen. They are having breakfast. There ... cups, saucers and tea-spoons on the table. There ... tea or coffee in each cup. There ... a big plate in the middle. There ... some sandwiches with ham and cheese on the table. There ... no hot-dogs on the table. There ... no any biscuits on the table.</i></p> <p><b>REALIZATION OF MEANING</b></p> <p>- Change the text in past, then in future. Discuss the changing.</p> <p>- According to the sentences the students find out when introductory THERE is used, that it is followed by, when and what forms of the verb to be are used after it.</p> <p>- Studying the information in the textbook to check their predictions.</p> <p>- <b>Grammar practice:</b> Matching the part to make up logical sentences, changing the sentences using introductory THERE (ex. 1, 2, p. 14).</p> <p>- Studying the information about the introductory IT from the textbook to check their predictions (p. 14).</p> <p>- <b>Grammar practice:</b> Putting the sentences together using introductory IT, rewriting the sentences using emphatic IT (ex. 3, 4, p. 14).</p> <p><b>REFLECTION</b></p> <p align="center"><b><u>Opened letter</u></b></p> <p align="center"><i>Dear parents,</i></p> <p align="center"><i>I want to tell you that during the English</i></p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p>	<p>Blackboard, chalk.</p> <p>Textbooks, copybooks, pens.</p> <p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p> <p>A poster with the letter</p>	<p>Communicative Method Whole Class Work Gap sentences</p> <p>Whole Class Work Discovery Learning Method</p> <p>Individual Work Whole Class Work Grammar exercise</p> <p>Group work Shared research</p> <p>Individual Work Whole Class Work Grammar exercise</p> <p>Individual Work Open letter Self-evaluation</p>															

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			<p><i>lesson today I've learned some new words... It can use ... It didn't understand how to use ... I think my mark is ...</i></p> <p><b>EXTENSION</b> To learn the grammar rules, ex. 1, 2, (p. 18) and ex. 6 (p. 19).</p>	2 min.		
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.2 2.4		<p><b>EVOCATION</b> - What kind of nouns do you know? (common and proper, singular and plural, nouns having only the singular or only plural, feminine and masculine, countable and uncountable, simple and compound). Give examples to illustrate each type of noun, at least 3.</p> <p><b>REALIZATION OF MEANING</b> - Studying the information about the collective nouns from the textbook (p. 17). - Reading the rubric <b>Do you know that...</b> - <b>Grammar practice:</b> using the verbs after the collective nouns.</p> <p><b>REFLECTION</b> Finding the collective noun corresponding to the definitions: money, crew, youth, cattle, family, poultry, goods, clothes (ex. 5, p. 15).</p> <p><b>EXTENSION</b> To learn the new words and the grammar rules, ex. 3, 4, (p. 18) and ex. 7 (p. 19).</p>	5 min.  30 min.  8 min.  2 min.	Blackboard, chalk.  Textbooks, copybooks, pens. Worksheets  Textbooks.	<p>Communicative Method Whole Class Work Graphic organizer Clustering</p> <p>Group work Shared research</p> <p>Individual Work Whole Class Work Grammar exercise</p> <p>Individual Work Guess the key-word</p>
<p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	4.1 4.4 4.6					
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.1 2.2	<p><b>Lesson 7</b>  <b>“Round up”</b></p>	<p><b>EVOCATION</b> Everything you know about English speaking countries.</p> <p><b>REALIZATION OF MEANING</b> - Matching the phrases to identify the benefits of time management, putting them in order of their importance (ex. 1, p. 16). - Working in pairs, completing the gap dialogue and role playing it (ex. 2, p. 16). - <b>Reading activity:</b> Reading the text (ex. 3, p. 16). - <b>Post-reading activity:</b> Choosing a suitable title for the text, matching the headings to the paragraphs, answering the questions according to the text (ex. 3, p. 17).</p> <p><b>REFLECTION</b> <u>Self-evaluation sheet</u> <i>During the English lesson today I've learned about .....</i> <i>I liked.....</i> <i>I dislike .....</i> <i>I can answer a question about .....</i> <i>I think my grade is ..... and I am.....</i></p> <p><b>EXTENSION</b> Do it at home - to write a paragraph about different ways of using technology, using the photos, the connectors and the given ideas (p. 17).</p>	5 min.  33 min.  5 min.  2 min.	Blackboard, chalk.  Textbooks, copybooks, pens.  A poster with the gap text	<p>Whole Class Work Keep the last word for me</p> <p>Pair work Matching exercise Communicative Method Pair Work Role play Whole Class Work Text Matching exercise Answers-questions</p> <p>Individual work Self-evaluation sheet</p>
<p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	4.1					
<p>Communicative Competence - Receiving written messages (Reading)</p>	3.3 3.4					



**Worksheet – Collective nouns**

Complete the sentence with is or are:

1. My family \_\_\_\_\_ small.
2. “There \_\_\_\_\_ money in my pocket.” I said to the porter.
3. The police \_\_\_\_\_ catching the murderer.
4. Billiards \_\_\_\_\_ played all over the world.
5. The poultry \_\_\_\_\_ in the yard.
6. A flock of sheep \_\_\_\_\_ seen in the field.
7. When \_\_\_\_\_ the news on?
8. My family \_\_\_\_\_ all tall.
9. The police \_\_\_\_\_ here.
10. Our team \_\_\_\_\_ winning.
11. The crew \_\_\_\_\_ waiting for instructions.
12. A pack of wolves \_\_\_\_\_ seen in the distance.
13. The average Indian family \_\_\_\_\_ now smaller and richer than it was 50 years ago.
14. The team \_\_\_\_\_ in Milan this weekend.
15. The committee \_\_\_\_\_ divided on this issue.
16. The class \_\_\_\_\_ a bright one.
17. The class \_\_\_\_\_ a mixed lot.
18. The team \_\_\_\_\_ on the field. It has a good chance of winning.
19. The jury \_\_\_\_\_ still debating the case.
20. His family \_\_\_\_\_ living in various parts of Chennai.

Answers

1. is, 2. is, 3. are, 4. is, 5. are, 6. is, 7. is, 8. are, 9. are, 10. is, 11. is, 12. is, 13. is, 14. is, 15. are, 16. is, 17. are, 18. is, 19. are, 20. are.

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**PYRAMID 3-2-1**

I

**Write how  
the information  
learned will help  
you in your  
everyday lives.**

**Write two facts that you are going  
to apply in your real life.**

**Record three things you've learned during  
day's lesson.**