

UNIT PLAN VIIth FORM

messages (Writing)			<p align="center"><i>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>EXTENSION To learn the grammar rules, to apply the learned rules - ex. 4, sentences 1 to 5 (p. 113).</p>	2 min.	copybooks, pens.	Self-evaluation
<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>Lesson 3</p> <p>“From the oven”</p>	<p>EVOCATION - Talking activity: in groups of 3 asking and answering questions about food (one student asks, another one answers and the other takes notes and reports the information to the class at the 3rd person), sharing discoveries to the class (Discussion Points - p. 30).</p> <p>REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 30), using the picture in the textbook or a dictionary if necessary. - Vocabulary practice: matching the words to pictures and to their definitions (ex. 2, p. 30), filling the recipe with the new words (ex. 1, p. 31). - Reading activity: Reading the recipe (ex. 1, p. 31). - Post-reading activity: answering questions about the recipe (ex. 2, p. 31).</p> <p>REFLECTION Writing a short easy recipe, having the classmates to guess the dish/food.</p> <p>EXTENSION To write a paragraph about what their favourite dessert (Writing - ex. 1, p. 32).</p>	<p>8 min.</p> <p>30 min.</p> <p>5 min.</p> <p>2 min.</p>	<p>Copybooks, pens.</p> <p>POWER POINT, computer, projector, screen. Textbook. Dictionary.</p> <p>Textbooks, copybooks, pens.</p>	<p>Group work Three step interview</p> <p>Whole Class Work Matching exercise Group work Gap sentences</p> <p>Whole Class Work Chain reading Questions - answers</p> <p>Group Work Guessing game</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>EVOCATION Reading the description of their favourite food without naming it, having the classmates to guess the dish/food.</p> <p>REALIZATION OF MEANING - Pre- listening activity: reading and checking the understanding of the question they have to answer after listening the text (Listening - ex. 1, p. 31). - Listening activity: listening to the dialogue (p. 102). - Post- listening activity: answering questions about the dialogue, making up similar dialogues and role playing them (Listening - ex. 1, p. 31). - Grammar: studying the rules information about Reported Speech (p. 32). - Grammar practice: reporting the sentences (Grammar - ex. 1, p. 32).</p> <p>REFLECTION Reporting the recipe (Reading - ex. 1, p. 31).</p> <p>EXTENSION To learn the grammar rules, to apply the learned rules - ex. 4, sentences 6 to 10 (p. 113).</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 Guessing game</p> <p>Whole Class Work Questions - answers Pair work Role play</p> <p>Group work Shared research Whole Class Work Grammar exercise Individual Work Grammar exercise</p>

UNIT PLAN VIIth FORM

<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>Lesson 4</p> <p>“Holiday Table”</p>	<p>EVOCATION</p> <ul style="list-style-type: none"> - Completing the clustering with foods and drinks, speaking on food and drinks they have at holiday parties in their families. - Making a list of table manners they know (ex. 2, p. 33). <p>REALIZATION OF MEANING</p> <ul style="list-style-type: none"> - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 33), using pictures or a dictionary if necessary. - Matching the pictures to the words. - Filling the sentences with the new words (Vocabulary - ex. 2, p. 33). - Reading activity: Reading the text (Reading - ex. 1, p. 33). - Post-reading activity: selecting from the text the words referring to meals and tableware, finding in the text the information corresponding to the tasks; asking and answering questions about the text; finding suitable titles for the text (ex. 2-5, p. 33). <p>REFLECTION</p> <ul style="list-style-type: none"> - Explaining the proverb “Tastes differ.” (ex. 3, p. 33). <p>EXTENSION</p> <p>To write a paragraph describing their last family holiday table (Writing - ex. 2, p. 17).</p>	<p>10 min.</p> <p>25 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Worksheets, markers or felt-tip pens.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks.</p> <p>Textbooks, blackboard, chalk.</p> <p>A sheet with the description of the method</p>	<p>Communicative Method Group Work Clustering Whole Class Work Brainstorming</p> <p>Whole Class Work Matching exercise Pair work Gap sentences</p> <p>Whole Class Work Text Chain reading Selective reading Lexical exercise Group Work Star burning Individual Work PRES Method</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 2.4</p> <p>3.1 3.3</p> <p>4.5</p>	<p>Lesson 5</p> <p>“Friends”</p>	<p>EVOCATION</p> <ul style="list-style-type: none"> - Updating the knowledge about Present and Past Perfect. Filling the sentences with the correct form of the verb. <p>REALIZATION OF MEANING</p> <ul style="list-style-type: none"> - Grammar: studying the rules information about Reported Speech (p. 34). - Grammar practice: reporting the sentences (Grammar - ex. 1, 2, p. 34). <p>REFLECTION</p> <p>Making a circle, saying sentences that contain verbs in Present or Past Perfect, throwing a snowball made of a crumpled sheet of paper to another student, having him/her to report the sentence.</p> <p>Ex. Student 1 – I’ve already done my homework.</p> <p>Student 1 – Dan said he had already done his homework.</p> <p>EXTENSION</p> <p>To learn the grammar rules, to apply the learned rules - ex. 5, (p. 113).</p>	<p>7 min.</p> <p>30 min.</p> <p>6 min.</p> <p>2 min.</p>	<p>Worksheets.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Copybooks, pens.</p> <p>Blackboard, copybooks, chalk.</p> <p>A crumpled sheet of paper.</p>	<p>Whole Class Work Communicative Method Whole Class Work Grammar exercise Group work Shared research Individual Work Grammar exercise</p> <p>Whole Class Work Showball</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	<p>2.2</p>	<p>Lesson 5</p> <p>“Friends”</p>	<p>EVOCATION</p> <ul style="list-style-type: none"> - Brainstorming a list of adjectives to describe a friend. - Answering the questions in groups: Group 1 –Discussion Points - ex. 1(a), p. 35. Group 2 - Discussion Points - ex. 1(b), p. 35. Group 3 - Discussion Points - ex. 2(a), p. 35. Group 4 - Discussion Points - ex. 3, p. 35. 	<p>5 min.</p>	<p>Blackboard, chalk.</p> <p>Posters, markers.</p>	<p>Whole Class Work Communicative method Brainstorming Group Work Discussion</p>

UNIT PLAN VIIth FORM

<p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>3.1 3.3</p> <p>4.1 4.6</p>		<p>REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 35), using the online dictionary if necessary. - Matching the words to their definitions (ex. 2, p. 36). - Filling the sentences with the new words (ex. 3, p. 36). - Reading activity: Reading the texts (ex. 1, p. 36). - Post-reading activity: finding synonyms for the given words (ex. 2, p. 37), answering questions about the text (ex. 3, p. 37), summarizing the text (ex. 4, p. 37). REFLECTION - Commenting the quotation of the lesson (ex. 5, p. 35). EXTENSION To choose a proverb and explain it in a paragraph (ex. 4, p. 35).</p>	<p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Textbooks. Online dictionary.</p> <p>Textbooks, copybooks, pens.</p> <p>A plastic glass</p>	<p>Whole Class Work Direct Method Matching exercise Individual work Gap sentences</p> <p>Whole Class Work Text Chain reading Lexical exercise Questions - answers Summary</p> <p>Individual work 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>2.2</p> <p>3.1 3.3</p> <p>4.1 4.6</p>		<p>EVOCATION - Checking the homework (the commentary of the proverb about friendship). - Writing the corresponding characteristics in 3 columns using vocabulary on the topic: <i>Row 1 - People like friends who are: honest, ...</i> <i>Row 2 - People don't want their friends to be: liars, ...</i> <i>Row 3 - People aren't sure about a friend who is: selfish, ...</i> REALIZATION OF MEANING - Pre-reading activity: Scanning the text, finding the new words, explaining the through definitions, synonyms, antonyms or using an online dictionary to translate them if necessary. - Reading activity: Reading the texts about Bobby. - Post-reading activity: asking and answering questions about the text, writing true and false statements about the text, having the classmates to correct the false ones. - Grammar practice: reporting the sentences (Grammar - ex. 1, p. 37). REFLECTION Continue the mind: An ideal friend is... EXTENSION To describe an ideal friend in 40-50 words, using the new vocabulary (Writing - ex. 2, p. 37).</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Sheets with the text.</p> <p>Textbooks, blackboard, chalk, copybooks, pens. A microphone</p>	<p>Whole Class Work Communicative method Individual Work Brainwriting</p> <p>Whole Class Work Text Scanning Chain reading Starburning True or false</p> <p>Individual work Continue the mind Microphone technique</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken</p>	<p>2.4</p>	<p>Lesson 9 "Round up"</p>	<p>EVOCATION - Do you recognize this building? What do you know about it? REALIZATION OF MEANING - Studying the royal family tree, recognizing its members by photos, showing the relationship between them.</p>	<p>5 min.</p> <p>33 min.</p>	<p>POWER POINT, computer, projector, screen.</p>	<p>Whole Class Work Direct Method Conversation Gap sentences</p>

UNIT PLAN VIIth FORM

Interaction) Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	4.2 4.4		<p>- Solving the exercises from the book orally and in a written way (ex. I-III, p. 38-39).</p> <p>REFLECTION</p> <p>- Explaining the proverb “<i>Appetite comes with eating.</i>” (ex. 4, p. 39).</p> <p>EXTENSION</p> <p>Unit revision, to write - ex. 7, p. 113 (Reported Speech).</p>	5 min. 2 min.	Textbooks. Blackboard, chalk.	Whole Class Work Discussion Pair work Think-pair-share Individual work PRES Method
--	------------	--	---	--	---	---

WORKSHEET

Put the verbs in brackets into the Present Perfect or Present Perfect Tense:

1. He never (visit) the British Museum.
2. Sheila never (visit) a foreign country.
3. They (not hear) from Billy recently.
4. The film already (finish).
5. The speakers (not refer) to that document yet.
6. He (take) the entrance examination at the Polytechnic Institute by July 23rd last year.
7. The engine of the car (already / break) down when he was 20 km far from Ungheni.
8. It seems that her mind (break) down from overwork.
9. He (never / be) to Italy before his mother started working there.
10. Tom (do) many interesting things before he left home.

WORKSHEET

Put the verbs in brackets into the Present Perfect or Present Perfect Tense:

1. He never (visit) the British Museum.
2. Sheila never (visit) a foreign country.
3. They (not hear) from Billy recently.
4. The film already (finish).
5. The speakers (not refer) to that document yet.
6. He (take) the entrance examination at the Polytechnic Institute by July 23rd last year.
7. The engine of the car (already / break) down when he was 20 km far from Ungheni.
8. It seems that her mind (break) down from overwork.
9. He (never / be) to Italy before his mother started working there.
10. Tom (do) many interesting things before he left home.

WORKSHEET

Put the verbs in brackets into the Present Perfect or Present Perfect Tense:

1. He never (visit) the British Museum.
2. Sheila never (visit) a foreign country.
3. They (not hear) from Billy recently.
4. The film already (finish).
5. The speakers (not refer) to that document yet.
6. He (take) the entrance examination at the Polytechnic Institute by July 23rd last year.
7. The engine of the car (already / break) down when he was 20 km far from Ungheni.
8. It seems that her mind (break) down from overwork.
9. He (never / be) to Italy before his mother started working there.
10. Tom (do) many interesting things before he left home.

PRES Method

P - Express your **point of view**.

R - Make a **reasoning** (judgment) on the **point of view**.

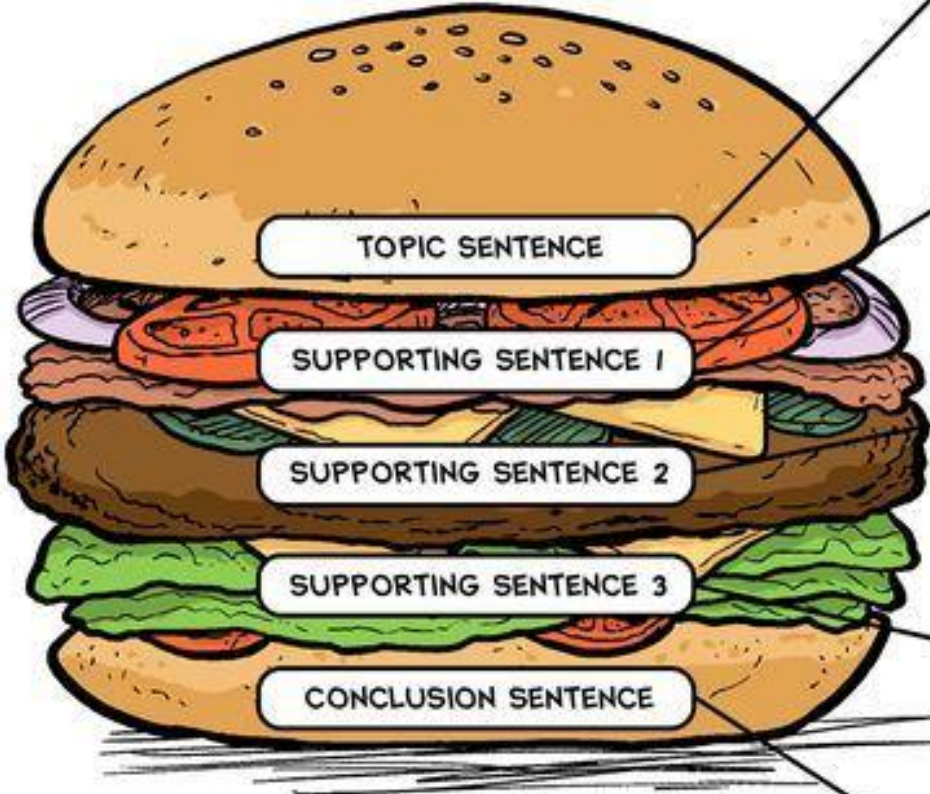
E - Give an **example** to clarify your **point of view**.

S - Make a **summary** of your **point of view**.

Name _____

Date _____

The Hamburger Paragraph



CLUSTERING

Work in groups, complete the clustering and speak on food and drinks you have at holiday parties in your families:

