

**UNIT PLAN VI<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 and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1	<b>Lesson 1</b>  "Wonders of the nature"	<b>EVOCATION</b> - Brainstorming around the word WILD ANIMALS. - Answering the questions about the animals and their habitats (ex. 1, p. 24). <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Word Bank (p. 24). - Matching the words to their definitions (ex. 3, p. 24). - <b>Reading activity:</b> Reading the text (ex. 2, p. 24). - <b>Post-reading activity:</b> answering questions about the text, filling the missing words (ex. 4, p. 25). - Dividing the animals into 3 categories according to their habitats (ex. 5, p. 25). <b>REFLECTION</b> - Describing the animal (the fox) using the information from the spidergram (ex. 6, p.25) <b>EXTENSSION:</b> to draw a similar spidergram and describe an animal.	5 min.	Board, chalk. Textbook.	Whole Class Work Brainstorming Communicative Method Discussion			
	2.4			48 min.			POWER POINT, computer, projector, screen.	Whole Class Work Direct Method Matching exercise Text Questions - answers Gap sentences	
	1.1			3.1	3.3	3.5	8 min.	Textbooks, copybooks, pens.	Pair work Categories
	4.5			2.1	1.1	2.4	4.1	2 min.	Group work Clustering
Communicative Competence - Receiving written messages (Reading)	1.1	<b>Lesson 2</b>  "Moldovan Codrii"	<b>EVOCATION</b> - Guessing the riddles about animals (Appendix 1). - Checking the homework. <b>REALIZATION OF MEANING</b> - <b>Continue the sentence: If I go to the zoo, I will see....</b> - Introducing the new Grammar topic: <b>Grammar Guide</b> - Conditional 1 (p. 15). Practicing the new Grammar topic (ex. 7, 8, p. 25). <b>REFLECTION</b> - Finding the odd-man-out (animals, insects). <b>EXTENSSION:</b> ex. 9, p. 25.	5 min.	Worksheets.	Group work Riddles Whole Class Work Oral presentation			
	2.1			48 min.			POWER POINT, computer, projector, screen. Blackboard, chalk. Textbook.	Whole Class Work Chain activity Add something more Audio-lingual Method Grammar exercises Game	
	1.1			2.4	4.1	8 min.	2 min.		
	2.4			4.1	2 min.				
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.2	<b>Lesson 2</b>  "Moldovan Codrii"	<b>EVOCATION</b> <b>Talking activity:</b> Answering the questions (ex. 1, p. 26). <b>REALIZATION OF MEANING</b> - Reading and learning the names of the trees (ex. 2, p. 26). - <b>Pre-reading activity:</b> Introducing the new vocabulary: Word Bank (p. 26) - <b>Reading activity:</b> Reading the text (ex. 3, p. 26). - <b>Post-reading activity:</b> matching the word combination, filling the missing words, answering the questions, joining the sentences (ex. 4-7, p. 27). <b>REFLECTION</b> Talking about the information and vocabulary they have learned. - <b>Today I have learned (that) ....</b> <b>EXTENSSION:</b> ex. 7, p. 9.	5 min.	Textbooks, copybooks, pens.	Whole Class Work Communicative Method Discussion			
	2.4			33 min.			POWER POINT, computer, projector, screen.	Whole Class Work Matching exercise Text Questions - answers Gap sentences	
	3.1			3.2	5 min.	2 min.	Microphone	Whole Class Work Microphone technique	
	3.2								

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Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)  Communicative Competence - Receiving written messages (Reading)  Communicative Competence – Receiving oral messages (Listening)	2.1	<b>Lesson 3</b>  <b>“Save our nature”</b>	<b>EVOCATION</b> - Brainstorming around the word NATURE using the pictures. Answering the question about the importance of protecting the nature (ex. 1, p. 28). <b>REALIZATION OF MEANING</b> - Studying the rubric <b>“Do you know that?”</b> (p. 28). - <b>Pre-reading activity:</b> Introducing the new words from the text (p. 28) - <b>Reading activity:</b> Reading and acting the dialogue (ex. 2, p. 28). - <b>Post-reading activity:</b> answering questions about the text, correcting the false statements (ex. 3, p. 29). - Looking at the posters and saying what they urge people to do (ex. 4, p. 29). - Introducing the new grammar topic: Grammar Guide (p. 29). <b>REFLECTION</b> - Speaking about what people should and what they shouldn't do to protect the nature (ex. 5, p. 29). <b>EXTENSION:</b> to make up rules of protecting the nature (ex. 6, p. 29).	5 min.	Blackboard, chalk.	Brainstorming Communicative Method Whole Class Work Discussion	
	2.2			25 min.			Textbooks
	3.1			8 min.	POWER POINT, computer, projector, screen.	Individual Work Grammar exercise	
	3.3 3.5			2.1	2 min.		Textbooks, posters, markers.
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)  Communicative Competence - Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written messages (Writing)	2.1	<b>Lesson 4</b>  <b>“Sandy's flat”</b>	<b>EVOCATION</b> <b>Continue the sentence:</b> In this room I can see .... Each pupil repeats the words his classmates said and adds one more word. Describing the room (ex. 1, p. 30). <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new words from the text (p. 30) - <b>Reading activity:</b> Reading and acting the dialogue (ex. 3, p. 30). - <b>Post-reading activity:</b> answering questions about the text, completing the sentences with the appropriate words, describing Sandy's kitchen using the information from the dialogue (ex. 4, 5, p. 31). - Talking about their own room, using the model (ex. 2, p. 30). <b>REFLECTION</b> Find in the puzzle the words that name the things you can find in a house, matching them to the rooms (Appendix2). <b>EXTENSION:</b> Describing their room (ex. 6, p. 31).	10 min.	Textbooks, blackboard, chalk.	Chain game Communicative Method Whole Class Work	
	2.2			25 min.			Textbooks
	2.4			8 min.	Worksheets	Pair Work Dialogue	
	3.4			2.1	2 min.		Worksheets
	2.1			4.1			

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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.1		<p><b>EVOCATION</b> - Matching the words to the pictures. - Describing the room, filling the preposition. - Answering the questions. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new words from the text (Appendix 3) - <b>Reading activity:</b> Reading the text. - <b>Post-reading activity:</b> selecting the items of the furniture, matching the words to their definitions, finding synonyms and antonyms in the text, answering questions about the text. - <b>Listening activity:</b> ex. 7, p. 31 – the 4<sup>th</sup> text on p.101.</p>	10 min.	POWER POINT, computer, projector, screen.	Matching exercise Communicative Method Whole Class Work
<p>Communicative Competence - Receiving written messages (Reading)</p>	3.1 3.3 3.5		<p><b>REFLECTION</b> - Unscramble the sentences. Make up as many sentences as they can in 3 minutes (Appendix 4). <b>EXTENSSION:</b> Ex. 8, p. 31.</p>	25 min.	Worksheets	Whole Class Work Text Lexical exercises Questions - answers
<p>Communicative Competence – Receiving oral messages (Listening)</p>	1.2 1.2		<p><b>REFLECTION</b> - Unscramble the sentences. Make up as many sentences as they can in 3 minutes (Appendix 4). <b>EXTENSSION:</b> Ex. 8, p. 31.</p>	8 min.	Textbooks	Whole Class Work Audio-lingual method Group Work Blind hand
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.2	<p><b>Lesson 5</b> <b>“Exciting guests”</b></p>	<p><b>EVOCATION</b> - Making a list of pieces of furniture they have in the living-room, playing snowballs. Ex. <i>We have got a sofa.</i> <i>We have got a sofa and an armchair.</i> <i>We have got a sofa, an armchair and a table.</i> (ex. 1, p. 14). <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Word Bank (p. 32). - Matching the words to the pictures. - <b>Reading activity:</b> Reading the text (ex. 2, p. 32). - <b>Post-reading activity:</b> answering questions about the text, filling the sentences with the suitable words, identifying the true and the false sentences, correcting the false ones (ex. 3, 4, p. 32-33). - Comparing the pictures of two rooms, identifying similarities and differences (ex. 7, p. 33). - Making up similar dialogues using the example and the given structures, trying to be polite (ex. 6, p. 33).</p>	7 min.	Textbooks.  Blackboard, chalk.	Whole Class Work Communicative method Snowballs
<p>Communicative Competence - Receiving written messages (Reading)</p>	3.2 3.3 3.5		<p><b>REFLECTION</b> Describing 2 rooms, finding similarities and differences between them (ex. 7, p. 33). Ex. <i>There is a table/a sofa in both rooms.</i> <i>There is a desk/a chair in the first room, but there is no desk/chair in the second room.</i> <i>The 1<sup>st</sup> room is light/large, but the 2<sup>nd</sup> room is dark/small.</i> <b>EXTENSSION:</b> Ex. 9, p. 33.</p>	28 min.	POWER POINT, computer, projector, screen.  Textbooks.	Whole Class Work Direct Method Text Questions – answers True-false
<p>Communicative and Pragmatic Competence –</p>	2.1		<p><b>REFLECTION</b> Describing 2 rooms, finding similarities and differences between them (ex. 7, p. 33). Ex. <i>There is a table/a sofa in both rooms.</i> <i>There is a desk/a chair in the first room, but there is no desk/chair in the second room.</i> <i>The 1<sup>st</sup> room is light/large, but the 2<sup>nd</sup> room is dark/small.</i> <b>EXTENSSION:</b> Ex. 9, p. 33.</p>	8 min.  2 min.	Textbooks, copybooks, pens. A glass.  Blackboard, chalk.	Individual Work Exercise Whole Class Work Pens in the glass  Venn Diagram

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Communicative Competence - Receiving written messages (Reading)	2.1	<b>Lesson 6</b>  <i>“Meals and table manners”</i>	<b>EVOCATION</b> Talking about the meals of the day and food they eat. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Word Bank (p. 34). - Talking about their favourite food (ex. 1, p. 34), about food and meals in other countries ( <b>Do you know that...</b> ) their favourite meal and table manners (ex. 7, p. 35). - <b>Reading activity:</b> Reading the text (ex. 2, p. 34). - <b>Post-reading activity:</b> asking and answering questions about the text, completing the sentences taken from the text with the right word (ex. 3, p. 35). - Talking about Moldovan food (ex. 4, p. 35). - <b>Listening activity:</b> ex. 5, p. 35 – the 5 <sup>th</sup> text on p. 101. <b>REFLECTION</b> Describing 2 pictures, completing the sentences with the given words, finding similarities and differences between British and American place settings (ex. 6, p. 35). <b>EXTENSION:</b> Ex. 2, p. 34 and ex. 8, p. 35.	5 min.  30 min.	Blackboard, chalk.  POWER POINT, computer, projector, screen.  Textbooks.	Communicative Method Whole Class Work Clustering  Whole Class Work Direct Method Text Individual Work Gap sentences	
Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	3.3 3.4						Group Work Discussion Whole Class Work True-False
Communicative Competence – Receiving oral messages (Listening)	4.1 4.4				8 min.	Blackboard, chalk, copybooks, pens.	Venn Diagram
					2 min.		
Communicative Competence – Receiving oral messages (Listening)	1.4	<b>Lesson 7</b>  <i>«A united family»</i>	<b>EVOCATION</b> - Brainstorming around the word FAMILY with suitable adjectives. - Making guesses about the family in the picture: age, occupations, character (ex. 1, p. 36). <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary, using definitions, synonyms and explanations: Word Bank (p. 36). - <b>Reading activity:</b> Reading the dialogue (ex. 2, p. 34). - <b>Post-reading activity:</b> asking and answering questions about the text, correcting the false sentences (ex. 3, p. 37). - Talking their chores (ex. 4, p. 37). * Students ask and answer questions, report to the class about their deskmate chores. Ex: - <i>Do you water the flowers / clear the table...?</i> - <b>Listening activity:</b> ex. 5, p. 35 – the 6 <sup>th</sup> text on p. 101. - Making new words, following the example (ex. 7, p. 37). - Completing the sentences with the suitable prepositions (ex. 8, p. 37). <b>REFLECTION</b> - Making up a cinquain about FAMILY. <b>EXTENSION:</b> Ex. 9, p. 19 – to write a paragraph about chores in their families.	5 min.	Blackboard, chalk.	Whole Class Work Attribute technique Group Work Communicative Method	
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.2 2.4				30 min.	Textbooks, copybooks, pens.	Whole Class Work Direct Method Dialogue Role play Questions-answers
Interaction) Communicative Competence - Receiving written messages (Reading)	3.3 3.5 1.1 1.2						Pair work Dialogue Report
					8 min.	A poster with the description of the method	Whole Class Work Direct Method Lexical exercise Individual Work Grammar exercise
	4.3				2 min.		Individual Work Cinquain

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Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative Competence - Receiving written messages (Reading)	2.2	<b>Lesson 8</b>  <b>«Reading together»</b>	<b>EVOCAION</b> - <b>Pre-reading activity:</b> discussion on the topic (ex. 1, p. 38).	5 min.	Blackboard, chalk.	Communicative Method Whole Class Work Discussion		
	2.3		<b>REALIZATION OF MEANING</b> - Introducing the new vocabulary: Word Bank (p. 38) - <b>Reading the text</b> (ex. 2, p. 38). - <b>Post-reading activity:</b> Putting the ideas in the correct order, filling the missing words, asking questions about the text, finding opposites in the text (ex. 3, 4, 5, 6, 7, p. 39).	48 min.			Textbook	Whole Class Work Direct method Text
	3.2 3.5		<b>REFLECTION</b> <u>Selfevaluation 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>	8 min.			Blackboard, chalk, copybooks, pens.	Questions – answers Exercise
	4.3		<b>EXTENSSION:</b> ex. 8, p. 39.	2 min.			A poster with the text	Individual work Selfevaluation sheet
Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)	4.2	<b>Lesson 9</b>  <b>“Round up”</b>	<b>EVOCAION</b> Finding the odd-man-out.	5 min.	Blackboard, chalk. Textbooks, copybooks, pens, flash cards.	Whole Class Work Game Individual work Group work Matching exercise Pair Work Communicative Method Grammar exercises		
	4.4		<b>REALIZATION OF MEANING</b> - Solving the exercises from the book orally and in a written way (ex. 1-9, p. 40-41).	33 min.				
			<b>REFLECTION</b> <u>Opened letter</u> <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 can use ...</i> <i>It didn't undestand how to use ...</i> <i>I think my mark is ...</i>	5 min.			A poster with the letter	Individual work Opened letter technique Selfevaluation
			<b>EXTENSSION:</b> Ex. 1-5, p. 104.	2 min.				