

UNIT PLAN VIIIth 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 1.3	Lesson 1 "Politeness"	EVOCATION Form nouns from the following adjectives using the same suffix (ness): <i>happy, correct, joyful, rude, gentle, selfish, lonely, polite.</i> Find a pair of synonyms and a pair of antonyms. - Do you consider yourself a polite or a rude person? Why?	5 min.	Blackboard, chalk.	Whole Class Work Communicative Method Lexical exercise																		
			REALIZATION OF MEANING In pairs, answer the questions. Sharing the deskmate answers using the reported speech (ex. 1, p. 20). Talking activity: Reading the quotations. Choosing the quotation that gives the best definition of politeness. Justifying the answer by giving one example (ex. 2, p. 20). - Pre-reading activity: deciding whether the statements are true or false (ex. 3, p. 20). - Reading activity: reading text and checking the predictions (ex. 3(a), p. 20). - Post-reading activity: finding synonyms and antonyms for the given words, asking and answering questions about the text (ex. 3 (b, c), p. 20). - In groups describing the situation and message of each cartoon using the information from the text (ex. 3, p. 20). - Studying the polite requests and ways of responding to them, trying to show through a sign whether it's an acceptance request or a polite rejection (ex. 5, p. 20). - Listening activity: ex. 6, p. 20 – the short dialogues on p.133. While listening the students make up notes to complete the table:	30 min.	Textbooks A plastic glass Textbooks, copybooks, pens.	Pair work Dialogue Whole Class Work Expressing the Opinion Pens in the glass Prediction True-false Text Vocabulary exercises Questions - answers Group Work Shared research Individual Work Self-evaluation Whole Class Work Graphic organizer Table																		
			<table border="1"> <thead> <tr> <th><i>Speaker</i></th> <th><i>Request</i></th> <th><i>The way of responding</i></th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> </tbody> </table>	<i>Speaker</i>	<i>Request</i>	<i>The way of responding</i>	1			2			3			4			5					
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Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1 2.2 2.3																							
Communicative Competence - Receiving written messages (Reading)	3.2																							
Communicative and Pragmatic Competence – Producing written messages (Writing)	4.3																							
Culture	11		REFLECTION - In pairs make up a dialogue according to the situation try to be polite: Row 1. Ask somebody to help you with your luggage. Row 2. Ask your mom to make you a sandwich. Row 3. Ask your teacher if she/he could allow you to hand in your assignment later today. EXTENSION Do it at home - to write a paragraph about the greeting habits in Moldova (p. 21).	9 min. 1 min.		Pair work Role play																		

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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 2.4	<p>Lesson 2</p> <p>“It’s not about you. It’s about the PEOPLE around you!”</p>	<p>EVOCATION</p> <p>- Making a TOP of values, explaining the choice. Sharing the opinion with the desk mate than with the class using the given expressions (ex. 1, p. 22).</p> <p>REALIZATION OF MEANING</p> <p>- Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 22), making up sentences with the new words, matching the words to their definitions (ex. 3, p. 22).</p> <p>- Reading activity: Reading the information (ex. 2, p. 22).</p> <p>- Post-reading activity: filling in the missing information on the slide, say what each number refers to, comparing the results of the survey presented in the text with their pair own ranking of the three values, finding out the common things (ex. 2, 4, p. 22).</p> <p>- Talking activity: unscrambling the questions, in groups of 3 asking and answering questions (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 (ex. 5, p. 23).</p> <p>- Listening activity: ex. 6, p. 23 – the radio program on p.134.</p> <p>- Post-listening activity: completing the table according to the text, writing what each speaker should have done to avoid the regret (ex. 6, p. 23).</p> <p>REFLECTION</p> <p>In groups writing as many as possible sentences in 5 minutes about what should the owners have done to avoid the mess in their room using the model and the given words. The group that writes more sentences is the winner.</p> <p>EXTENSION</p> <p>To write 3 of your regrets and what you should have done to avoid them, to learn the words.</p>	5 min. 28 min.	Textbooks, copybooks, pens. Textbooks, dictionary Textbooks	<p>Communicative Method Pair work Think-pair-share Value Pyramid</p> <p>Whole Class Work Matching exercise</p> <p>Text Gap text Comparison</p> <p>Pair work Scrambled sentences Group work Three step interview</p> <p>Individual work Graphic organizer Table</p> <p>Group work Game</p>	
	3.2		4.1	1.2 1.2	10 min. 2 min.		
	2.2 2.6		<p>Lesson 3</p> <p>“To Lie or not to Lie”</p>	<p>EVOCATION</p> <p>- What is white lie? Compare your definition with the one in the textbook.</p> <p>REALIZATION OF MEANING</p> <p>Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 25), matching the sentences containing the new words to the pictures, completing the sentences with the new words (ex. 5, 6, p. 25).</p> <p>- Reading activity: Reading the text (ex. 2 (a), p. 24).</p>	5 min. 30 min.	Textbooks, copybooks, pens. Textbooks, dictionaries. Blackboard, chalk.	<p>Whole Class Work Communicative Method Discussion Brainstorming</p> <p>Whole Class Work Matching exercise Gap sentences Text Scanning Chain and selective reading</p>

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<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>3.2 3.3 3.4</p> <p>1.2</p> <p>4.1 4.3</p>		<p>- Post-reading activity: saying True or False, asking and answering questions about the text (ex. 2 (b, c, d), p. 24). - Listening activity: ex. 3, p. 25 – the text on p.134, answering questions about the text using the example. REFLECTION In groups of 3 asking and answering questions (one student asks, another one answers and the other takes notes and reports the information to the class at the 3rd person), sharing discovers to the class (ex. 4, p. 25). EXTENSION Do it at home - to write and talk about a famous personality referring to the main life events (p. 9).</p>	<p>8 min.</p> <p>2 min.</p>	<p>Textbooks</p> <p>Textbooks, copybooks, pens.</p>	<p>True - False Questions - answers</p> <p>Group work Three step interview</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>Communicative Competence – Receiving oral messages (Listening)</p>	<p>2.2 2.4</p> <p>3.3</p> <p>4.1 4.3</p> <p>1.1 1.2 1.6</p>	<p>Lesson 4</p> <p>“Jobs”</p>	<p>EVOCATION Talking about JOBS and their responsibilities. REALIZATION OF MEANING - Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 26), making up sentences with the new words. - Vocabulary practice: Matching the words to the pictures and the responsibilities to the jobs (ex. 1, p. 26). - Talking activity: Talking about the jobs (ex. 2 p. 26). - Pre- listening activity: Matching the questions to the answers (ex. 3, p. 27). - Listening activity: ex. 4, p. 27 – the interview on p. 134. - Post- listening activity: checking the pairs of questions and answers, saying whether the statements are True or False (ex. 4, p. 27). - Reading activity: Reading the texts and the sentences below it (ex. 6 (a), p. 27). - Post-reading activity: answering the questions according to the text (ex. 6 (b), p. 27). REFLECTION Choosing one topic and developing it through answers at 3 WHY questions (ex. 5, p. 27). EXTENSION Do it at home - to choose another question from ex. 5 and to write the answer in 100 words or to choose 7 jobs discussed in the lesson and to write what each profession is responsible for (ex. 1 or 2, p. 27).</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Blackboard, chalk.</p> <p>Textbooks, online dictionary.</p> <p>Textbooks</p>	<p>Whole Class Work Communicative Method Discussion Clustering Graphic organizer</p> <p>Whole Class Work Matching exercise</p> <p>Pair Work Dialogue</p> <p>Whole Class Work True - False</p> <p>Whole Class Work Direct Method Text Questions – answers</p> <p>Individual Work 3 Whys</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>Culture</p>	2.1	<p>Lesson 5</p> <p>“Civilization: Museums”</p>	<p>EVOCATION</p> <p>- The teacher says: “It is a building”. What is it? The students ask yes-no questions to guess the word. If they don’t manage to do that, the teacher adds: “It’s not a simple building, it is a place of interest”, then “It’s a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited”.</p> <p>REALIZATION OF MEANING</p> <p>- What do you know about the British Museum? Discussing and completing the chart (ex. 1, p. 28).</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th><i>Know</i></th> <th><i>Want to know</i></th> <th><i>Learned</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>- Pronouncing the geographical names correctly: Mind Your Pronunciation (p. 28). - Pre-reading activity: noticing the verbs. - Reading activity: Reading the texts completing it with the missed verbs and discovering the hidden word - EXHIBIT (ex. 2, p. 28). - Post-reading activity: Making notes about the mentioned exhibitions in the text, answering the questions according to the text (ex. 3, 4, p. 29). - In pairs completing the missed words in the e-mail (ex. 6, p. 29).</p> <p>REFLECTION</p> <p>- Completing the rubric Learned.</p> <p>EXTENSION</p> <p>Do it at home - to write a paragraph about a museum they’d like to visit (p. 29).</p>	<i>Know</i>	<i>Want to know</i>	<i>Learned</i>				5 min.	<p>Blackboard, chalk.</p> <p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Guess the key-word (MUSEUM) Group Work Communicative Method</p> <p>Whole Class Work Method KWL Communicative Method Discussion</p> <p>Whole Class Work Pronunciation exercise Whole Class Work Chain reading Text Selective reading Questions – answers Pair Work Gap sentences Think-pair-share Whole Class Work Method KWL Communicative Method Discussion</p>
	<i>Know</i>		<i>Want to know</i>	<i>Learned</i>								
	2.3		3.3	28 min.								
2.5	4.1	10 min.										
4	4	2 min.										
<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>	2.1	<p>Lesson 6</p> <p>“Grammar Page”</p>	<p>EVOCATION</p> <p>Compare the sentences: <i>The <u>rich</u> people have a lot of money.</i> <i>The <u>rich</u> people have a lot of money.</i></p> <p>- What do you observe? What part of speech do the underlined words belong to?</p> <p>REALIZATION OF MEANING</p> <p>- Studying the information in the textbook to check their answers (p. 30). - Grammar practice: Forming nouns from the adjectives and finishing the sentences (ex. 1, 2, p. 30). - Studying the information about use of the modal “should +have+ Participle II” to talk about actions and states that were advisable (good idea) in the past, but they did not happen (p. 30). - Grammar practice: Choosing the correct answer according to the situation, completing the regrets or complaints about the past using “should have/ shouldn’t have” (ex. 3, 4, p. 30).</p> <p>REFLECTION</p> <p align="center"><u>Opened letter</u></p>	5 min.	<p>Blackboard, chalk.</p> <p>Textbooks, copybooks, pens.</p> <p>Textbooks.</p> <p>A poster with the</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 Individual Work Open letter</p>						
3.4	3.4	30 min.	8 min.									
4.3	4.3											

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			<p align="center"><i>Dear parents, I want to tell you that during the English lesson today I've learned... It can use ... It didn't understand how to use ... I think my mark is ...</i></p> <p>EXTENSION To learn the grammar rules, to apply the learned rules - ex. 1, (p. 34).</p>	2 min.	letter	Self-evaluation
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	<p>2.2 2.4 4.1 4.4 4.6</p>		<p>EVOCATION Include in 3 sentences the word “lie” to have different meanings. REALIZATION OF MEANING - Studying the information in the table that contains the form of the verbs “to lay” and “to lie” from the textbook (p. 31). - Grammar practice: using the verbs of these verbs in sentences/contents, showing the used tense (ex. 5, p. 31). - Using the words below to complete the questions, paying attention to the tenses of the verbs used in the questions, writing full true answers (ex. 6, p. 31). REFLECTION Finding mistakes in the conversation, commenting and correcting them (ex. 7, p. 31). EXTENSION To learn the new words and the grammar rules, ex. 2, (p. 34).</p>	<p>5 min. 30 min. 8 min. 2 min.</p>	<p>Blackboard, chalk. Textbooks, copybooks, pens. Textbooks.</p>	<p>Communicative Method Whole Class Work Vocabulary exercise Group work Shared research Individual Work Whole Class Work Grammar exercise Group work Search the mistakes</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p> <p>Communicative Competence - Receiving written messages (Reading)</p>	<p>2.1 2.2 4.1 3.3 3.4</p>	<p>Lesson 7 “Round up”</p>	<p>EVOCATION Writing for 3 minutes on the topic “I care about ... because ...” without paying attention to spelling, grammar, etc., and making no corrections. Exchanging the copybooks with a classmate. Reading what he/she has written summarise it in one sentence and reporting to the class (ex. 1, p. 32). REALIZATION OF MEANING - Acting or drawing the words, without speaking, having the classmates to guess the word (ex. 2, p. 32). - Reading activity: Reading the text and unscrambling the adjectives (ex. 3, p. 32). - Post-reading activity: Choosing a suitable title for the text, matching the headings to the paragraphs, answering the questions according to the text (ex. 3, 4, p. 32). Talking activity: in pairs making up dialogues according to the situation and role playing them (ex. 5, p. 33). REFLECTION Playing a game in groups of 3. Answering the questions (ex. 5, p. 33). EXTENSION Unit revision, ex. 4, p. 35.</p>	<p>5 min. 33 min. 5 min. 2 min.</p>	<p>Textbooks, copybooks, pen. Blackboard, chalk. Textbooks. Coins</p>	<p>Individual work Free writing Whole Class Work Mime game Blackboard drawings Whole Class Work Chain reading Text Questions – answers Pair Work Role play Group Work Quiz game</p>

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