

**UNIT PLAN VII<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>						
<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>	2.1 2.3	<p><b>Lesson 1</b></p> <p><b>“The United Kingdom”</b></p>	<p><b>EVOCATION</b></p> <p>- What do you know about UK?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Know</th> <th style="width: 33%;">Want to know</th> <th style="width: 33%;">Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>- What do you want to know about UK?</p> <p><b>REALIZATION OF MEANING</b></p> <p>- <b>Pre-reading activity:</b> Introducing the new vocabulary: Vocabulary (p. 40). - Matching the pictures to the words. - Matching the words to their definitions (ex. 2, p. 40). - Pronouncing the geographical names correctly (ex. 3, p. 40). - Studying the map of UK, completing the sentences with the suitable geographical names.</p> <p>- <b>Reading activity:</b> Reading the text (ex. 1, p. 42). - <b>Post-reading activity:</b> answering questions about the text, writing true sentences about UK including the given groups of words (Writing - ex. 1, p. 42).</p> <p><b>REFLECTION</b></p> <p>- Completing the rubric <b>Learned</b>.</p> <p><b>EXTENSION</b></p> <p>To retell the text about UK (p. 41), to write a paragraph about a part of UK you would like to visit, explaining why.</p>	Know	Want to know	Learned				5 min.  35 min.  4 min. 1 min.	<p>Board, chalk. Copybooks, Pens.</p> <p>POWER POINT, computer, projector, screen. Textbook. The map of UK.</p> <p>Textbooks.</p>	<p>Whole Class Work Method KWL Communicative Method Discussion</p> <p>Whole Class Work Matching exercise</p> <p>Whole Class Work Pronunciation exercise Whole Class Work Gap sentences</p> <p>Whole Class Work Chain reading</p> <p>Questions - answers</p> <p>Whole Class Work Method KWL</p>
	Know		Want to know	Learned								
	3.1 3.3											
4.5												
<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>	2.1 2.3	<p><b>Lesson 1</b></p> <p><b>“The United Kingdom”</b></p>	<p><b>EVOCATION</b></p> <p>- Grouping the given words in pairs of synonyms or antonyms (Writing - ex. 2, p. 42). - Checking and completing the knowledge about UK – watching the first part of a video containing some questions about UK, answering the questions, watching the second part of the video and checking the answers.</p> <p><b>REALIZATION OF MEANING</b></p> <p>- <b>Pre- listening activity:</b> Pronouncing the geographical names correctly (Listening - ex. 1, p. 42). - <b>Listening activity:</b> listening to the texts about the parts of UK (p. 102). - <b>Post- listening activity:</b> Matching the places with the country and completing the table (Listening - ex. 1, p. 42).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Scotland</th> <th style="width: 33%;">Wales</th> <th style="width: 33%;">Northern Ireland</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>- Reading the texts, checking the information in the table and speaking about Government of the UK (Listening - ex. 2, p. 42). - <b>Grammar:</b> studying the rules of usage the definite article with geographical names</p>	Scotland	Wales	Northern Ireland				5 min.  35 min.	<p>Textbooks, copybooks, pens. Video, computer, projector, screen.</p> <p>Textbooks.</p>	<p>Whole Class Work Lexical exercise</p> <p>Whole Class Work Communicative Method Questions - answers Discussion Whole Class Work Pronunciation exercise</p> <p>Individual Work Matching exercise</p> <p>Graphic organizer Table</p> <p>Individual Work Grammar exercise</p>
	Scotland		Wales	Northern Ireland								
	3.1 3.3											
1.3												
4.5												





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<p>Communicative Competence – Receiving oral messages (Listening)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>1.4</p> <p>4.1</p> <p>4.4</p>		<p>- <b>Grammar</b>: studying the rules information about Reported Speech – General Truths (p. 48).</p> <p><b>Grammar practice</b>: Reporting the sentences (Grammar - ex. 1, p. 48).</p> <p><b>REFLECTION</b></p> <p>Unscrambling the questions, in pairs asking and answering questions (Writing - ex. 2, p. 48).</p> <p><b>EXTENSION</b></p> <p>To report the sentences - ex. 6, p. 113.</p>	<p>4 min.</p> <p>1 min.</p>	<p>Textbooks.</p> <p>Copybooks, blackboard, chalk.</p>	<p>Group work</p> <p>Shared research</p> <p>Whole Class Work</p> <p>Grammar exercise</p> <p>Group work</p> <p>Scrambled sentences</p> <p>Pair work</p> <p>Questions - answers</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</p> <p>2.4</p> <p>3.1</p> <p>3.3</p> <p>4.2</p>	<p><b>Lesson 4</b></p> <p><b>“Housing”</b></p>	<p><b>EVOCATION</b></p> <p>- Writing every word/idea coming in their mind connected with the given situation:</p> <p><b>Row 1</b> - Naming the types of buildings in a city and saying what they are designed for (ex. 1, p. 49).</p> <p><b>Row 2</b> - Saying what people are expected to be seen in different buildings (ex. 3, p. 49).</p> <p><b>Row 3</b> - Saying in what buildings they would expect to find the given rooms (ex. 4, p. 49).</p> <p>- Talking about the things they like and dislike about their homes (ex. 2, p. 49).</p> <p>- Writing continuously everything coming into their mind about the lesson quote: “A man’s house is his castle.” (ex. 5, p. 49).</p> <p><b>REALIZATION OF MEANING</b></p> <p>- <b>Pre-reading activity</b>: Introducing the new vocabulary: Vocabulary (p. 49).</p> <p>- Matching the pictures to the words.</p> <p>- Matching the words to their definitions (ex. 2, p. 50).</p> <p>- Filling the sentences with the new words (ex. 3, p. 50).</p> <p>- <b>Reading activity</b>: Reading and acting the interview (ex. 1, p. 50).</p> <p>- <b>Post-reading activity</b>: Finding in the text the given words, showing the part of speech, using the same words in their own sentences as different parts of speech, identifying the main idea of the text, commenting on it, summarizing the text (ex. 2-4, p. 49).</p> <p><b>REFLECTION</b></p> <p align="center"><b>Opened letter</b></p> <p align="center"><i>Dear parents,</i></p> <p align="center"><i>I want to tell you that during the English lesson today I’ve learned some new words...</i></p> <p align="center"><i>It was easy to ...</i></p> <p align="center"><i>It was difficult to ...</i></p> <p align="center"><i>I think my mark is ...</i></p> <p><b>EXTENSION</b></p> <p>To write a short story in 50 words to illustrate the proverb “<b>Every bird likes its nest</b>” (Writing - ex. 3, p. 51).</p>	<p>12 min.</p> <p>25 min.</p> <p>6 min.</p> <p>2 min.</p>	<p>Textbooks, blackboard, copybooks, chalk.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks, blackboard, chalk.</p> <p>Textbooks</p> <p>POWER POINT, computer, projector, screen.</p>	<p>Individual Work</p> <p>Brainwriting</p> <p>Whole Class Work</p> <p>Communicative Method</p> <p>Chart T</p> <p>Individual Work</p> <p>Free writing</p> <p>Whole Class Work</p> <p>Matching exercise</p> <p>Pair work</p> <p>Gap sentences</p> <p>Whole Class Work</p> <p>Text</p> <p>Chain reading</p> <p>Lexical exercise</p> <p>Commentary</p> <p>Group work</p> <p>Summary</p> <p>Individual Work</p> <p>Open letter</p> <p>Self-evaluation</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 Competence – Receiving oral messages (Listening)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	2.1		<p><b>EVOCATION</b> - Including in a clustering all the vocabulary they know on topics: HOUSE-ROOMS-FURNITURE. - Checking the homework. <b>REALIZATION OF MEANING</b> - Inserting the words in sentences, consulting a dictionary if necessary (Writing - ex. 2, p. 51). - <b>Listening activity:</b> listening to the text (p. 104), selecting the words that describe the rooms (Listening - ex. 2, p. 51). - Reading the text (p. 104), comparing the British and American houses, finding similarities and differences. - <b>Grammar:</b> studying the rules information about Present Perfect and Present Perfect Progressive (p. 51), completing the sentences with suitable form of the verb, showing the tense (Grammar - ex. 1, p. 51). <b>REFLECTION</b> Finding the errors in the given sentences, correcting and commenting on them (Writing - ex. 1, p. 51). <b>EXTENSION</b> To learn and apply the grammar rules (ex. 4, p. 107).</p>	7 min.	<p>Blackboard, copybooks, chalk.</p> <p>Dictionary.</p> <p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Clustering</p> <p>Pair work Gap sentences</p> <p>Whole Class Work Communicative Method Selective exercise Whole Class Work Text Chain reading Venn Diagram</p> <p>Whole Class Work Grammar exercise</p> <p>Group Work Mistakes' hunt</p>
	2.4			30 min.		
	3.1			6 min.		
	3.3			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 (Writing)</p>	2.2	<p><b>Lesson 5</b> <b>“Children’s Room”</b></p>	<p><b>EVOCATION</b> - Brainstorming a list of adjectives to describe a children’s room (ex. 1, p. 52). - Describing a children’s room (ex. 2, p. 52). <b>Ex.</b> Pupil 1 – <i>There is a bed in the children’s room.</i> Pupil 2 – <i>There is a bed and a cupboard in the children’s room.</i> Pupil 3 – <i>There is a bed, a cupboard and a table in the children’s room.</i> <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Introducing the new vocabulary: Vocabulary (p. 52). - Matching the pictures to the words. - Matching the words to their definitions (ex. 2, p. 52). - Filling the sentences with the new words (ex. 3, p. 52). - <b>Reading activity:</b> Reading the texts (ex. 1, p. 53). - <b>Post-reading activity:</b> finding synonyms for the given words (ex. 2, p. 53), asking and answering questions about the text (ex. 3, p. 53). <b>REFLECTION</b> - Talking about the things they like and dislike about their rooms and about the things want to improve in their rooms. <b>EXTENSION</b> To describe their own rooms.</p>	5 min.	<p>Textbooks.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks, copybooks, pens.</p> <p>Blackboard, chalk.</p> <p>A microphone</p>	<p>Whole Class Work Communicative method Brainstorming Add something more</p> <p>Whole Class Work Direct Method Matching exercise</p> <p>Gap sentences</p> <p>Whole Class Work Text Chain reading Lexical exercise Star Burning</p> <p>Whole Class Work Microphone technique</p>
	3.1			30 min.		
	3.3			8 min.		
	4.1			2 min.		
<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	4.5					

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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>2.2</p> <p>3.1 3.3</p> <p>4.1 4.6</p>		<p><b>EVOCATION</b> Comparing the verbs in the sentences, naming the tenses: a) <i>They <u>have lived</u> in this flat since 2000.</i> b) <i>They <u>have lived</u> in this flat for 17 years.</i> c) <i>They <u>have been living</u> in this hotel since Monday.</i> d) <i>They <u>have been living</u> in this hotel for 2 days.</i></p> <p>- Updating the knowledge about Perfect Perfect and Perfect Perfect Progressive Tenses.</p> <p><b>REALIZATION OF MEANING</b> - Completing the sentences with the correct forms of the verbs in Perfect Perfect and Perfect Perfect Progressive Tenses. - Introducing Past Perfect Progressive Tenses. - Studying the information about the use of Perfect Perfect Progressive and Past Perfect Progressive Tenses (p. 53). - <b>Grammar practice:</b> Using Perfect Progressive Tenses or Past Progressive Tenses in contents (Grammar - ex. 1, p. 53).</p> <p><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...</i> <i>It can use ...</i> <i>It didn't understand how to use ...</i> <i>I think my mark is ...</i></p> <p><b>EXTENSION</b> To learn the grammar rules, to apply the learned rules - ex. 9, (p. 109).</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>POWER POINT, computer, projector, screen.</p> <p>Worksheets, copybooks, pens.</p> <p>POWER POINT</p> <p>Textbooks, copybooks, pens.</p> <p>Blackboard, chalk.</p> <p>A poster with the letter</p>	<p>Communicative Method Whole Class Work Gap sentences</p> <p>Pair work Grammar exercise</p> <p>Whole Class Work Discovery Learning Method Whole Class Work Grammar exercise</p> <p>Individual Work Open letter Self-evaluation</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>2.4</p> <p>4.2 4.4</p>	<p><b>Lesson 9</b> <b>"Round up"</b></p>	<p><b>EVOCATION</b> - Completing the clustering with personalities from different domains.</p> <p><b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Recognizing the personalities in the pictures. - What do you know about them?</p> <table border="1" data-bbox="553 1486 1029 1549"> <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>- What do you want to know about them? - Inserting the given words in the text (ex. 2, p. 54). - <b>Reading activity:</b> Reading the texts (ex. 2, 3, p. 54). - <b>Post-reading activity:</b> Completing the rubric <b>Learned</b>. - Divided in 3 teams, the students think of a name of their team. The teams one by one choose a category and the number of the question. Answering the questions completely each team earns points. The team that has more points is the winner.</p>	<i>Know</i>	<i>Want to know</i>	<i>Learned</i>				<p>5 min.</p> <p>33 min.</p>	<p>Blackboard, chalk.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks, copybooks, pens.</p> <p>POWER POINT, computer, projector, screen.</p>	<p>Whole Class Work Clustering Communicative Method Method KWL</p> <p>Group work Gap text Whole Class Work Text Chain reading Method KWL</p> <p>Team Work Quiz game</p>
<i>Know</i>	<i>Want to know</i>	<i>Learned</i>										

