			UNIT PLAN VIII ^{III} FORM			
SCI	SC	Lesson	Learning Activities	Time	Materials	Strategies (MTF)
		(Content)				Evaluation
			EVOCATION	5 min.	POWER	Whole Class Work
Communicative		Lesson 1	- Do you persons in the pictures?		POINT,	Communicative
and Pragmatic			Talking activity: Talking about heroes, their		computer,	Method
Competence	2.1	"Heroes of	qualities and real life heroes (ex. 1, p. 36).		projector,	Discussion
- Producing oral	2.2	Our Time"	REALIZATION OF MEANING		screen.	Brainstorming
messages and	2.3			30 min.		Pair work
interactions	2.0		(ex. 2 (a), p. 36).	30	Textbooks.	Matching exercise
(Spoken			- Choose a head word for each column of		Textbooks.	Group Work
Interaction)			adjectives (ex. 2 (b), p. 36).			Categories
			- In 7 groups describing the people in the			Group Work
			pictures, using the appropriate vocabulary			Verbal portrait
			and the box You can't do without them (ex.			verbai portrait
Communicative						
	2.2		3, p. 36).			Mile al a Class Maril
Competence	3.2		- Pre-reading activity: - Pronouncing the			Whole Class Work
- Receiving written			proper names correctly: Mind Your			Pronunciation
messages			Pronunciation (p. 36).			exercise
(Reading)			- Reading activity : reading the text (ex. 4, p.			Whole Class Work
			37).		Textbooks,	Text
			- Post-reading activity: finishing the		copybooks,	Expressing the
			suitable words for the given definitions,		pens.	Opinion
Communicative			answering the questions about the text (ex.			Matching exercise
and Pragmatic	4.3		5, p. 37).			Questions-answers
Competence –	4.4		REFLECTION			
Producing written			Complete the sentences:	8 min.		Individual work
messages (Writing)			My hero is I like him/her because he/she			Gap text
			is He/she taught me Someone can say		A microphone	•
Culture	11		that, but I think			technique
			EXTENSSION	2 min.		
			Do it at home - to write about their hero			
			using the plan (p. 37).			
		Lesson 2	EVOCATION	5 min.	6 posters	Group work
			- In groups writing as many words as they can		with the	Graffiti
Communicative		"The Way	on the topic clothes with coloured markers		word	
and Pragmatic	2.1	We Dress"	on a poster.		CLOTHES in	Whole Class Work
Competence	2.4		- Vocabulary revision using pictures.		the middle,	Silent way
- Producing oral			REALIZATION OF MEANING	28 min.	coloured	
messages and			- Talking activity: in groups of 3 asking and		markers.	
interactions			answering questions (one student asks,		POWER	Group work
(Spoken			another one answers and the other takes		POINT,	Three step
Interaction)			notes and reports the information to the		computer,	interview
			class at the 3 rd person), sharing discovers to		projector,	
Communicative			the class (ex. 1, p. 38).		screen.	
Competence	3.2		- Pre-reading activity: Matching the words		Textbooks.	Pair work
- Receiving written			to their definitions (ex. 2, p. 38).			Matching exercise
messages			- Dividing the words into categories,			Group Work
(Reading)			selecting the chothes suitable for			Categories
. 3,			themselves and for school (ex. 3, p. 36).			Individual Work
			- Reading activity : Reading the test about			Expressing the
			the school uniform (ex. 4, p. 38).			Opinion
Communicative			- Post-reading activity : describing a modern			Group Work
and Pragmatic			uniform, deciding whether the statements			Description
Competence –	4.1		are true or false according to the text,			Whole Class Work
Producing written	4.2		providing arguments for wearing a uniform			True-false
messages (Writing)			at school and against the uniform (ex. 4, 5,			Chart T
			6, p. 38, 39).			
			o, p. 30, 33].			

		1	UNIT PLAN VIII "FORM			
			- <i>Listening activity</i> : ex. 7, p. 39 – the			
Communicative			dialogue on p.135.		Textbooks,	
Competence –			REFLECTION		copybooks,	
Receiving oral			- Post-listening activity : answering	10 min.	pens.	
=	1.0		1	10 111111.	pens.	Maria Class Marris
messages	1.6		questions about the text (ex. 7, p. 39).			Whole Class Work
(Listening)			Bobby's opinion Matt's opinion		Blackboard,	Quadrants method
			Good parts of wearing Bad parts of wearing		chalk.	
			uniform uniform	2 min.		
			EXTENSSION			
			Do it at home - to write about their			
			preferences in clothes using the plan (p. 39).			
Comercialis		1		Г		Mala Class Mark
Communicative		Lesson 3	EVOCATION	5 min.		Whole Class Work
and Pragmatic	2.2		Talking activity: Talking about personality			Communicative
Competence	2.6	"Who Am	(the combination of characteristics or			Method
- Producing oral		l?"	qualities that form an individual's distinctive	30 min.	Textbooks.	Discussion
messages and			character or a famous person, especially in			
interactions			entertainment or sports) - ex. 1, p. 40.			
			1			
(Spoken			REALIZATION OF MEANING			
Interaction)			- Choosing words from the box to complete		A4 papers	Individual work
			the spidergram to fit their interests and		and markers	Spidergram
Communicative			values (ex. 2, p. 40).			Whole Class Work
Competence	3.2		- Pre-reading activity: Talking about the		A microphone	Microphone
- Receiving written	3.3		most important things in their lives.		7 merophone	technique
						•
messages	3.4		- Reading activity : Reading the text (ex. 3,			Whole Class Work
(Reading)			p. 40).			Text
			- Post-reading activity : completing the			Chain reading
			sentences, finding synonyms and antonyms,			Gap sentences
Communicative			retelling the text, making up the text moral			Lexical exercises
	4.1					Lexical exercises
and Pragmatic			(ex. 4, 5, p. 41).			
Competence –	4.3		- <i>Speaking activity</i> : ex. 5, p. 41 - Do you			Whole Class Work
Producing written			recognize the personalities in the pictures?			Guessing game
messages (Writing)			One student chooses a personality, the class			Questions-answers
			ask him yes/no to discover who he is.			
			REFLECTION			
			Self-evaluation – talking about:	8 min.		Whole Class Work
			=	0 111111.		
			* three things they learned during the			Method 3-2-1
			lesson;			
			* two ideas that they would like to develop			
			or supplement with new information;			
			* a capacity, skill or skill that they have			
			formed / practiced in the training activity.			
			1	a		
			EXTENSSION	2 min.		
			Do it at home - to complete the ideas			
			expressing the opinion (p. 41).			
Communicative		Lesson 4	EVOCATION	5 min.	Textbooks	Group Work
and Pragmatic	2.1		- In 4 groups commenting on one of the 4			Group discussion
		"Body	quotations (ex. 1, p. 42).			STOUP AIDCUSSION
Competence		_	1 -			
- Producing oral		Image"	REALIZATION OF MEANING			
messages and			- Discovering the meaning of the new words 30 min. Textbooks, Whole Cla			
interactions			using the intuition or the online dictionary if		online	Matching exercise
(Spoken			necessary, matching the words to their		dictionary.	=
Interaction)			definitions (ex. 2, p. 42).			Whole Class Work
micraction)						
			- Reading activity : Reading the texts (ex. 3,			Direct Method
			p. 42).			Text

I		•	UNIT PLAN VIII ^{III} FORM		,	1
			- Post-reading activity : asking and			Whole Class Work
			answering the questions about the text,			Questions-answers
			deciding whether the statements are true			True-false
Communicative			or false according to the text (ex. 4, p. 43).			
Competence	3.4		- Talking activity: talking about important			
- Receiving written	0		components of physical fitness, completing			Pair Work
messages			the sentences with the missed words (ex. 5,			Think-pair-share
(Reading)			p. 43).		Blackboard,	Timik pan share
(ricaam _b)			- Listening activity: ex. 6, p. 43 – the text on		chalk.	
Communicative			p. 135.		Chaix.	
and Pragmatic	4.1		- Post-listening activity : deciding whether			Individual Work
Competence –	4.3		the statements are true or false according			True - False
Producing written	4.5		to the text, correcting the false ones (ex. 6,			True - Laise
_			<u> </u>			
messages (Writing)			p. 43).	0		
			REFLECTION	8 min.		
C			In the bottom section, the students record			Locality data and NAZ
Communicative			three things they learned for the day. In the			Individual Work
Competence –	1.1		middle section, the students record two			Pyramid 3-2-1
Receiving oral	1.2		things that they are going to apply in their			
messages	1.4		real life. In the top section, the students		Worksheets	
(Listening)			describe how the information learned can			
			help them in their everyday lives.			
			EXTENSSION	2 min.		
			Do it at home - to to write a paragraph to			
			comment the statement (p. 43).			
Communicative		Lesson 5	EVOCATION	5 min.	Textbooks.	Whole Class Work
and Pragmatic	2.2		One student mimes a word combination			Suggestopedia
Competence	2.4	"Civilization:	and having the classmates to guess it, the			Miming game
- Producing oral		Body	pupil who guesses the word mimes the next			
messages and		Language"	one, discussing when people use these			
interactions		0.101	gesture froms (ex. 1, p. 44).			
(Spoken			REALIZATION OF MEANING	28 min.	Textbooks,	
Interaction)			- Pre-reading activity: commenting on the		copybooks,	Individual work
interdetion,			quotation (ex. 2, p. 44).		pens.	Commentary
Communicative			- Reading activity : Reading the texts (ex. 2,		pens.	Commentary
Competence	3.3		p. 44).			Whole Class Work
- Receiving written	3.3		- Post-reading activity : matching the			Chain reading
messages			paragraphs to the images, answering the			Matching exercise
(Reading)			questions according to the text (ex. 2, 3, p.			Questions –
(neading)			44, 45).			answers
			-			alisweis
Communication	11		- Listening activity: ex. 3, p. 45 – the text on			
Communicative	4.1		p. 136.			Individual week
and Pragmatic			- Post-listening activity: completing the text			Individual work
Competence –			with the missing words (ex. 3, p. 45).	10 '		Gap text
Producing written			REFLECTION	10 min.		De in Mendo
messages (Writing)			Making a TOP of the important things are			Pair Work
			when asking for something in Moldova (ex.			Think-pair-share
Culture	1		3, p. 45).			
	6		EXTENSSION			
			Do it at home - to write a letter to an	2 min.		
			English penfriend about body language used			
			in Moldova.			

UNIT PLAN VIII th FORM						
Communicative	2.1	Lesson 6	EVOCATION	5 min.		Communicative
and Pragmatic			- What kind of pronouns do you know? Give		Blackboard,	Method
Competence		"Grammar	examples to illustrate each type of pronoun,		chalk.	Whole Class Work
- Producing oral		Page"	at least 3.	east 3.		Graphic organizer
messages and			REALIZATION OF MEANING			Clustering
interactions			- Studying the information about the use of	30 min.	Textbooks,	
(Spoken			the indefinite, reflexive and emphatic		copybooks,	Whole Class Work
Interaction)			pronouns in the textbook (p. 46, 47).		pens.	Grammar
			- Grammar practice: Rewriting the			Translation
Communicative			sentences according to the model, inserting			Method
Competence	3.4		indefinite pronouns as required, rewriting			Group work
- Receiving written			the sentences using a different personal and			Shared research
messages			reflexive pronoun, completing the			
(Reading)			sentences using the correct form of the			Pair and individual
			reflexive or emphatic pronouns (ex. 1-4, p.			work
			46, 47).			Grammar exercise
Communicative			REFLECTION	8 min.		
and Pragmatic			Opened letter			
Competence –	4.3		Dear parents,		A poster	Individual Work
Producing written			I want to tell you that during the English		with the	Open letter
messages and			lesson today I've learned		letter	Self-evaluation
interactions			It can use		ictici	Sen evaluation
(Writing,			It didn't undestand how to use			
Grammar)			I think my mark is			
Grammary			EXTENSSION	2 min.		
			To learn the grammar rules, to apply the	2 111111.		
Communicative			learned rules - ex. 1, 2 (p. 145).	Г	A aluai.a.a	M/h a la Clasa M/a el
Communicative			EVOCATION	5 min.	A drawing	Whole Class Work
and Pragmatic			Writing sentences about what each person		with many	Grammar
Competence	2.2		is doing at the moment, using the verbs in		people in	Translation
- Producing oral	2.2		Present Progressive.	20	action.	Method
messages and	2.4		REALIZATION OF MEANING	30 min.	-	Grammar exercise
interactions	2.4		- Studying the information about the use of		Textbooks,	Group work
(Spoken			Progressive Tenses (p. 47).		copybooks,	Shared research
Interaction)			- Grammar practice : changing the		pens.	
			sentences to use at first Past Progressive,			Individual Work
			then Future Progressive; filling the		Blackboard,	Grammar exercise
Communicative			sentences with the right forms of the verbs		chalk.	
and Pragmatic	4.1		in Progressive Tenses.		Worksheet	
Competence –	4.4		REFLECTION	8 min.		Individual work
Producing written	4.6		<u>Self-evaluation sheet</u>			Self-evaluation
messages and			During the English lesson today I've learned			sheet
interactions			about			
(Writing,			I can			
Grammar)			I can't			
			I didn't understand			
			I think my grade is and I am			
			EXTENSSION	2 min.		
			To learn the new words and the grammar			
			rules, ex. 5, p. 47.			
Communicative	2.1	Lesson 7	EVOCATION	5 min.		
and Pragmatic	2.2		- Talking activity: Writing their own answers		Textbooks,	Pair work
Competence		"Round up"	to the questions, in pairs comparing the		copybooks,	Think-pair-share
- Producing oral			answers, finding out the common things,		pen.	
messages and			reporting to the class (ex. 1, p. 48).		•	
interactions			REALIZATION OF MEANING			
(Spoken			- Pre-reading activity: in pairs matching the			Pair work
Oponen	1	<u> </u>	Tre-reduing detivity. In pail's matching the	<u> </u>		I all WOIK

CIVIT LAIV VIII FORM						
Interaction)		р	parts to make up sentences, in group			Matching exercise
		С	commenting the statements (ex. 2, p. 48).			Group Work
Communicative		-	Reading activity : in groups scanning the		Textbooks.	Commentary
and Pragmatic		te	ext and filling the missing words, reading	33 min.		
Competence –	4.1	tl	he text (ex. 3, p. 48).		Blackboard,	Whole Class Work
Producing written		-	Post-reading activity: answering the		chalk.	Chain reading
messages and		q	questions according to the texts, finding			Questions –
interactions		С	certain statements in the text, making up			answers
(Writing,		tl	he main idea, role playing the characters'		Textbooks.	Selective reading
Grammar)		С	conversation (ex. 4-6 p. 49).			Pair Work
		R	REFLECTION	5 min.		Role play
		V	Writing 5 true or false ideas about the			
Communicative		ir	nformation learned during the lesson,			Individual Work
Competence	3.3	h	naving their classmates to correct the false			Whole Class Work
- Receiving written	3.4	S	tatements, using the expressins: you are			True - False
messages		rı	ight, I agree with you, I'm afraid you are			
(Reading)		и	vrong			
		E	EXTENSSION	2 min.		
		D	Do it at home – to write a paragraph about			
		a	situation in your life when you had to			
		n	nake a choice and it had a positive			
		0	outcome (p. 49).			

UNIT PLAN VIIIth FORM Guessing game

Meryl Streep - an American actress, cited in the media as the "best actress of hergeneration", nominated for 20 Academy Awards, Streep has more nominations than any other actor, winning three times.

Michael Joseph Jackson - an American singer, song writer and dancer, dubbed the "King of Pop", he was one of the most popular entertainers in the world and the best-selling music artist during the year of his death. Jackson's contributions to music, dance, and fashion along with his publicized personal life made him a global figure in popular culture for over four decades.

Steven Jobs – an American entrepreneur, business magnate, inventor and industrial designer. He was the chairman, chief executive officer (CEO), and co-founder of Apple Company.

Nelson Mandela - a South African anti-apartheid revolutionary, political leader who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election.

Serena Williams - an American professional tennis player. The Women's Tennis Association (WTA) has ranked her world No. 1 in singles on eight separate occasions over the last 15 years from 2002 to 2017. She became the world No. 1 for the first time on July 8, 2002.

Progressive Tenses – Worksheet

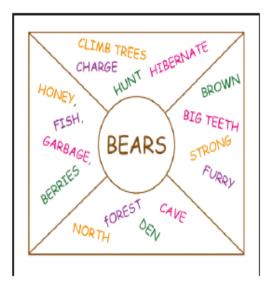
Insert the correct form of the verb in parentheses. Remember to use **Present Progressive**, **Past Progressive**, or **Future Progressive**:

1.	You	(to study) English at 5 o'clock yesterday.
2.	Who	(you, to talk) to at the moment?
3.	They	(to leave) on Easter vacation right now.
4.	We	(not to sleep) when you called.
5.	Look! The train	(to come).
6.	We	(to go) to the library when we met Joan.
7.	What	(you, to do) tomorrow at 2 PM? I
	(to have) lunch.	
8.	Listen! Who	(to sing) right now?
9.	Tom is in his room now. He	(to play) the piano.
10.	Mrs. Brown	(not to wear) a suit now. She (to wear) a
greer	n silk dress.	
11.	Tomorrow morning at 6 o'clock I	(to drive) to Ungheni.
		(to talk) about something
inter	esting.	

Graffiti

Overview

During the Graffiti strategy, students brainstorm ideas and record them on large sheets of chart paper. This is a creative way to collect thoughts from all or most of the students in the classroom.



Steps

- Place students in groups of three or four.
- Provide each group with a large piece of paper divided into three or four sections, with a topic written in the middle. The topic can be the same or different for all groups.
- Give students two minutes to think and record their ideas on their paper.
- Have them stop writing, stand up, and move as a group to a different piece of paper.
- All of the groups continue the above process until each group has contributed to every piece of paper.
- Bring the whole class together to review everyone's contributions and to identify patterns and categories in what has been written.

Hints and Management Ideas

- Use a "numbered heads" strategy (i.e., give students a number) to form groups.
- To make the activity more interesting, introduce graffiti as a concept, explain its history, and what it
 means.
- Use coloured markers to make the activity more interesting. Using colours will also help to identify the
 writers. This makes students more accountable for staying focused and writing appropriate responses.
- Remind students not to read the other responses. They should write what is important to them.
- Allot "think time" as well as "writing time" in order to help the groups stay on task.
- An alternative method is to pass the paper around instead of having the groups move around.

Benefits of Graffiti

- Graffiti is an inclusive activity that can involve all students in the class (including ESL students). Students
 can choose to draw pictures instead of writing.
- Graffiti is an independent activity in which students can think and write their responses freely.
 Nervousness over presenting their own information is eliminated.
- The end product is the collective thoughts/ideas of all the class members on a given topic.
- When students have appropriate "think time", the quality of their responses improves.
- At the end of the activity, students can summarize all the ideas listed on their paper and present the
 results to the class.

WHAT ARE THEY DOING?

