

UNIT PLAN VIIIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) 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>Culture</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p>	<p>Lesson 1</p> <p>“Heroes of Our Time”</p>	<p>EVOCATION - Do you persons in the pictures? Talking activity: Talking about heroes, their qualities and real life heroes (ex. 1, p. 36). REALIZATION OF MEANING - Matching the questions to the answers (ex. 2 (a), p. 36). - Choose a head word for each column of adjectives (ex. 2 (b), p. 36). - In 7 groups describing the people in the pictures, using the appropriate vocabulary and the box You can’t do without them (ex. 3, p. 36). - Pre-reading activity: - Pronouncing the proper names correctly: Mind Your Pronunciation (p. 36). - Reading activity: reading the text (ex. 4, p. 37). - Post-reading activity: finishing the suitable words for the given definitions, answering the questions about the text (ex. 5, p. 37). REFLECTION Complete the sentences: <i>My hero is I like him/her because he/she is He/she taught me Someone can say that ..., but I think</i></p>	5 min.	<p>POWER POINT, computer, projector, screen.</p> <p>Textbooks.</p>	<p>Whole Class Work Communicative Method Discussion Brainstorming Pair work Matching exercise Group Work Categories Group Work Verbal portrait</p> <p>Whole Class Work Pronunciation exercise Whole Class Work Text Expressing the Opinion Matching exercise Questions-answers</p> <p>Individual work Gap text Microphone technique</p>
				3.2		
	4.3		2 min.			
	4.4					
<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>Lesson 2</p> <p>“The Way We Dress”</p>	<p>EVOCATION - In groups writing as many words as they can on the topic clothes with coloured markers on a poster. - Vocabulary revision using pictures. REALIZATION OF MEANING - Talking activity: 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. 1, p. 38). - Pre-reading activity: Matching the words to their definitions (ex. 2, p. 38). - Dividing the words into categories, selecting the clothes suitable for themselves and for school (ex. 3, p. 36). - Reading activity: Reading the test about the school uniform (ex. 4, p. 38). - Post-reading activity: describing a modern uniform, deciding whether the statements are true or false according to the text, providing arguments for wearing a uniform at school and against the uniform (ex. 4, 5, 6, p. 38, 39).</p>	5 min.	<p>6 posters with the word CLOTHES in the middle, coloured markers. POWER POINT, computer, projector, screen. Textbooks.</p>	<p>Group work Graffiti</p> <p>Whole Class Work Silent way</p> <p>Group work Three step interview</p> <p>Pair work Matching exercise Group Work Categories Individual Work Expressing the Opinion Group Work Description Whole Class Work True-false Chart T</p>
				3.2		
	4.1					
	4.2					

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<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>3.4</p> <p>4.1 4.3</p> <p>1.1 1.2 1.4</p>		<p>- Post-reading activity: asking and answering the questions about the text, deciding whether the statements are true or false according to the text (ex. 4, p. 43).</p> <p>- Talking activity: talking about important components of physical fitness, completing the sentences with the missed words (ex. 5, p. 43).</p> <p>- Listening activity: ex. 6, p. 43 – the text on p. 135.</p> <p>- Post-listening activity: deciding whether the statements are true or false according to the text, correcting the false ones (ex. 6, p. 43).</p> <p>REFLECTION In the bottom section, the students record three things they learned for the day. In the middle section, the students record two things that they are going to apply in their real life. In the top section, the students describe how the information learned can help them in their everyday lives.</p> <p>EXTENSION Do it at home - to write a paragraph to comment the statement (p. 43).</p>	<p>8 min.</p> <p>2 min.</p>	<p>Blackboard, chalk.</p> <p>Worksheets</p>	<p>Whole Class Work Questions-answers True-false</p> <p>Pair Work Think-pair-share</p> <p>Individual Work True - False</p> <p>Individual Work Pyramid 3-2-1</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>Culture</p>	<p>2.2 2.4</p> <p>3.3</p> <p>4.1</p> <p>1 6</p>	<p>Lesson 5</p> <p>“Civilization: Body Language”</p>	<p>EVOCATION One student mimes a word combination and having the classmates to guess it, the pupil who guesses the word mimes the next one, discussing when people use these gesture forms (ex. 1, p. 44).</p> <p>REALIZATION OF MEANING - Pre-reading activity: commenting on the quotation (ex. 2, p. 44). - Reading activity: Reading the texts (ex. 2, p. 44). - Post-reading activity: matching the paragraphs to the images, answering the questions according to the text (ex. 2, 3, p. 44, 45). - Listening activity: ex. 3, p. 45 – the text on p. 136. - Post-listening activity: completing the text with the missing words (ex. 3, p. 45).</p> <p>REFLECTION Making a TOP of the important things are when asking for something in Moldova (ex. 3, p. 45).</p> <p>EXTENSION Do it at home - to write a letter to an English penfriend about body language used in Moldova.</p>	<p>5 min.</p> <p>28 min.</p> <p>10 min.</p> <p>2 min.</p>	<p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Suggestopedia Miming game</p> <p>Individual work Commentary</p> <p>Whole Class Work Chain reading Matching exercise Questions – answers</p> <p>Individual work Gap text</p> <p>Pair Work Think-pair-share</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 and interactions (Writing, Grammar)</p>	2.1	<p>Lesson 6</p> <p>“Grammar Page”</p>	<p>EVOCATION - What kind of pronouns do you know? Give examples to illustrate each type of pronoun, at least 3.</p> <p>REALIZATION OF MEANING - Studying the information about the use of the indefinite, reflexive and emphatic pronouns in the textbook (p. 46, 47). - Grammar practice: Rewriting the sentences according to the model, inserting indefinite pronouns as required, rewriting the sentences using a different personal and reflexive pronoun, completing the sentences using the correct form of the reflexive or emphatic pronouns (ex. 1-4, p. 46, 47).</p> <p>REFLECTION <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>EXTENSION To learn the grammar rules, to apply the learned rules - ex. 1, 2 (p. 145).</p>	5 min.	<p>Blackboard, chalk.</p> <p>Textbooks, copybooks, pens.</p> <p>A poster with the letter</p>	<p>Communicative Method Whole Class Work Graphic organizer Clustering</p> <p>Whole Class Work Grammar Translation Method Group work Shared research</p> <p>Pair and individual work Grammar exercise</p> <p>Individual Work Open letter Self-evaluation</p>
	3.4		30 min.	8 min.		
	4.3		2 min.			
<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>	2.2	<p>Lesson 7</p> <p>“Round up”</p>	<p>EVOCATION Writing sentences about what each person is doing at the moment, using the verbs in Present Progressive.</p> <p>REALIZATION OF MEANING - Studying the information about the use of Progressive Tenses (p. 47). - Grammar practice: changing the sentences to use at first Past Progressive, then Future Progressive; filling the sentences with the right forms of the verbs in Progressive Tenses.</p> <p>REFLECTION <u>Self-evaluation sheet</u> <i>During the English lesson today I’ve learned about</i> <i>I can.....</i> <i>I can’t</i> <i>I didn’t understand</i> <i>I think my grade is and I am.....</i></p> <p>EXTENSION To learn the new words and the grammar rules, ex. 5, p. 47.</p>	5 min.	<p>A drawing with many people in action.</p> <p>Textbooks, copybooks, pens.</p> <p>Blackboard, chalk. Worksheet</p>	<p>Whole Class Work Grammar Translation Method Grammar exercise Group work Shared research</p> <p>Individual Work Grammar exercise</p> <p>Individual work Self-evaluation sheet</p>
	2.4		30 min.	8 min.		
	4.1		2 min.			
	4.4 4.6					
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken</p>	2.1 2.2		<p>EVOCATION - Talking activity: Writing their own answers to the questions, in pairs comparing the answers, finding out the common things, reporting to the class (ex. 1, p. 48). REALIZATION OF MEANING - Pre-reading activity: in pairs matching the</p>	5 min.	<p>Textbooks, copybooks, pen.</p>	<p>Pair work Think-pair-share</p> <p>Pair work</p>

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<p>Interaction)</p> <p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	<p>4.1</p>		<p>parts to make up sentences, in group commenting the statements (ex. 2, p. 48).</p> <p>- Reading activity: in groups scanning the text and filling the missing words, reading the text (ex. 3, p. 48).</p> <p>- Post-reading activity: answering the questions according to the texts, finding certain statements in the text, making up the main idea, role playing the characters' conversation (ex. 4-6 p. 49).</p> <p>REFLECTION</p> <p>Writing 5 true or false ideas about the information learned during the lesson, having their classmates to correct the false statements, using the expressins: <i>you are right, I agree with you, I'm afraid you are wrong...</i></p>	<p>33 min.</p>	<p>Textbooks.</p> <p>Blackboard, chalk.</p>	<p>Matching exercise</p> <p>Group Work</p> <p>Commentary</p>
<p>Communicative Competence - Receiving written messages (Reading)</p>	<p>3.3 3.4</p>		<p>EXTENSION</p> <p>Do it at home – to write a paragraph about a situation in your life when you had to make a choice and it had a positive outcome (p. 49).</p>	<p>5 min.</p> <p>2 min.</p>	<p>Textbooks.</p>	<p>Whole Class Work</p> <p>Chain reading</p> <p>Questions – answers</p> <p>Selective reading</p> <p>Pair Work</p> <p>Role play</p> <p>Individual Work</p> <p>Whole Class Work</p> <p>True - False</p>

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Guessing game

Meryl Streep - an American actress, cited in the media as the "best actress of her generation", 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 green silk dress.
11. Tomorrow morning at 6 o'clock I _____ (to drive) to Ungheni.
12. When I came into the room, they _____ (to talk) about something interesting.

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

1. Place students in groups of three or four.
2. 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.
3. Give students two minutes to think and record their ideas on their paper.
4. Have them stop writing, stand up, and move as a group to a different piece of paper.
5. All of the groups continue the above process until each group has contributed to every piece of paper.
6. 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?

