

UNIT PLAN VIth FORM

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.2	Lesson 1 “Wonders of the Ancient World”	EVOCATION - Watch the video, say what is it about, put down all the places of interest you see and hear. REALIZATION OF MEANING - Studying the rubric “ <i>Do you know that?</i> ” (p. 60), marking with (+) the information that was mentioned in the video and with (-) the information that was not mentioned in the video. - Pre-reading activity: Introducing the new vocabulary: Word Bank (p. 60). - Matching the pictures to the words. - Pronouncing the geographical names correctly (p. 61). - Reading activity: Reading the paragraphs about the wonders of the world (ex. 3, p. 42). - Post-reading activity: filling the suitable words in the contents (ex. 2, p. 61), choosing the correct variant (ex. 4, p. 61), filling the prepositions in the text (ex. 5, p. 61), finding and correcting the mistakes (ex. 5, p. 61). REFLECTION - Completing the letter with the suitable information. Opened letter Dear parents, I want to tell you that during the English lesson today I’ve learned some new words... We’ve talked about... An interesting fact I learned is that... I would like to learn more about... I think my mark is ...	3 min.	Video about the Ancient Wonders of the World, computer, projector, speakers, screen. POWER POINT, computer, projector, screen. Textbook.	Whole Class Work Communicative Method Discussion Brainstorming
	2.3			35 min.		
Communicative Competence - Receiving written messages (Reading)	3.1		EXTENSION To make a list of the most important buildings in Moldova and to speak about the ones that may be considered wonders (ex. 3, p. 61), to learn the new vocabulary.	1 min.		Individual work Opened letter technique Self-evaluation
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.3	Lesson 2 “Inventions in Our Life”	EVOCATION - Brainstorming around the word THE WONDERS OF THE ANCIENT WORLD. Talking activity: Talking about the wonders of the modern world (ex. 1, p. 62). - Naming the objects in the pictures, saying when they appeared and why they are considered to be the wonders of the modern world (ex. 2, p. 62). REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary using a dictionary if necessary: Word Bank (p. 62). - Vocabulary practice: completing the sentences with the new words (ex. 4, p. 63).	10 min.	Textbooks, Worksheets, copybooks, pens. Textbooks, online dictionary.	Whole Class Work Communicative Method Discussion Brainstorming
	Communicative Competence - Receiving written messages (Reading)			3.1		

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<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>4.5</p>		<p>- Reading activity: Reading and role playing the dialogue (ex. 3, p. 62). - Post-reading activity: answering the questions put before reading (ex. 3, p. 62). - Grammar: comparing the sentences discovering the difference between the Past Progressive and Past Perfect (ex. 6, p. 63). The teacher uses the board drawing (time axis) to the use of Past Tenses. REFLECTION Completing the sentences with the right forms of the verbs. EXTENSION To learn the grammar rules and the new vocabulary, to write the ex. 7, (p. 63).</p>	<p>8 min. 2 min.</p>	<p>Textbooks. Blackboard, chalk. Worksheets.</p>	<p>Dialogue Role play Questions - answers Whole Class Work Learning by discovery Pair Work Grammar exercise</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>2.4 2.6 3.1 4.5</p>	<p>Lesson 3 “Television Is Fun”</p>	<p>EVOCATION - In pairs, answering the questions. Sharing the deskmate answers with the class using the reported speech (ex. 1, p. 64). - Deviding the statements on the sheets into television advantages and disadvantages and sticking them on the posters. REALIZATION OF MEANING - Studying the rubric “Do you know that?” (p. 65). - Pre-reading activity: Introducing the new words using an online dictionary if necessary: (p. 64), matching the words to their definitions (ex. 3, p. 64), completing the sentences with the new words (ex. 4, p. 65). - Reading activity: Reading and acting the dialogue (ex. 2, p. 46). - Post-reading activity: correcting the sentences according to the dialogue and making a story about Cristina’s grandmother (ex. 5, p. 65). - Grammar practice: Change the sentences according to the model using Past Perfect (ex. 8, p. 65). REFLECTION - Continue the mind using the given statements: <i>I agree that...</i> <i>I think disagree that...</i> <i>I think it’s true that...</i> <i>In my opinion it’s wrong that...</i> EXTENSION To write a paragraph about a sight of London you would like to visit (ex. 5, p. 47).</p>	<p>8 min. 27 min. 8 min. 2 min.</p>	<p>Textbooks. Sheets with television advantages and disadvantages Posters, glue. Online dictionary. Textbooks. Blackboard, chalk. A posters with the beginning of the statements</p>	<p>Pair Work Questions - answers Whole Class Work Communicative Method Chart T Pair Work Matching exercise Gap sentences Whole Class Work Dialogue Role play Whole Class Work Grammar exercise Individual Work Express your opinion</p>
		<p>Lesson 4 “Computer-land”</p>	<p>EVOCATION - Completing the crossword and discovering the topic of the lesson - COMPUTER. - The teacher asks all the students who have a computer at home to rise their hands. - In pairs, talking about the computer. Sharing the deskmate answers with the</p>	<p>10 min.</p>	<p>POWER POINT, computer, projector, screen.</p>	<p>Whole Class Work Communicative Method Crossword Pair Work Questions - answers</p>

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			<p>sentences with the corect pronoun, chosing the correct variant (ex. 7, 8, p. 69).</p> <p>REFLECTION Self-evaluation – talking about: * three things they learned during the lesson; * two ideas that they would like to develop or supplement with new information; * a capacity or skill that they have formed / practiced during the lesson.</p> <p>EXTENSION To write a paragraph about a great Moldovan sportsman (ex. 8, p. 69).</p>	6 min.		Grammar exercise				
				2 min.		Individual Work Method 3-2-1				
<p>Communicative Competence – Receiving oral messages (Listening)</p> <p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p> <p>Culture</p>	<p>1.4</p> <p>2.3</p> <p>3.1</p> <p>6</p>	<p>Lesson 6</p> <p>“Shall We Go Shopping?”</p>	<p>EVOCATION Talking about shopping, in pairs asking and answering the questions. Sharing the deskmate answers with the class using the reported speech (ex. 1, 2, p. 70).</p> <p>REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Word Bank (p. 70), matching the words to their definitions, completing the sentences with words (ex. 4, p. 71). - Reading activity: Reading and acting out the dialogue (ex. 3, p. 70). - Post-reading activity: answering the question about the text (ex. 3, p. 70), making up similar dialogues. - Listening activity: listening to the text (p. 102) and answering the questions (ex. 5, p. 71). - Learning how to offer help (ex. 5, p. 71). - Grammar: Studying the info from the Grammar Box (p. 71). - Grammar practice: Completing the sentences with the corect pronoun (ex. 7, p. 71).</p> <p>REFLECTION Asking and answering questions about shopping and vocabulary they have learned during the lesson.</p> <p>EXTENSION To learn and apply the grammar rules (ex. 1, 3, p. 106).</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Textbooks.</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks.</p> <p>Copybooks, blackboard, chalk.</p>	<p>Communicative Method Pair Work Think-pair-share Whole Class Work Discussion</p> <p>Whole Class Work Direct Method Matching exercise Gap sentences Text Pair work Role play</p> <p>Whole Class Work Questions - answers</p> <p>Individual Work Grammar exercise</p> <p>Whole Class Work Answer-Ask-Throw</p>				
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.6	<p>Lesson 7</p> <p>«When Classes are Over»</p>	<p>EVOCATION - Completing the table with the activities they do:</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;">At school</td> <td style="text-align: center;">After classes</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <p>- Describing the pictures, answering the questions (ex. 2, p. 72).</p> <p>REALIZATION OF MEANING - Pre-reading activity: Introducing the new words from the text (p. 72), matching the pictures to the words. - Reading activity: Reading and acting out the dialogue (ex. 3, p. 72).</p>	At school	After classes			<p>5 min.</p> <p>30 min.</p>	<p>Blackboard, chalk.</p> <p>POWER POINT, computer, projector, screen.</p>	<p>Whole Class Work Communicative Method Table Answer-questions</p> <p>Whole Class Work Direct Method Matching exercise Text</p>
At school	After classes									

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<p>Interaction) Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	<p>3.1 3.4</p> <p>4.1 4.6</p>		<p>- Post-reading activity: answering the question about the text, joining the parts to make up sentences (ex. 3, 4, p. 72-73). - In pairs, talking about afterschool activities (ex. 6, 7, p. 73). - Grammar practice: Completing the sentences with the correct pronoun (ex. 9, p. 73). REFLECTION - Studying the rubric “<i>Do you know that?</i>” (p. 73). - Speaking about the extracurricular activities they would like to join, motivating the choice (ex. 5, p. 73). EXTENSION To write a paragraph about the favourite afterschool activity (ex. 8, p. 73).</p>	<p>8 min.</p> <p>2 min.</p>	<p>Textbooks, copybooks, pens.</p> <p>Microphone</p>	<p>Questions-answers</p> <p>Pair work Think-pair-share</p> <p>Individual Work Grammar exercise</p> <p>Whole Class Work Microphone technique</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p>	<p>2.2</p> <p>3.1 3.5</p>	<p>Lesson 8</p> <p>«Reading together»</p>	<p>EVOCAATION - Pre-reading activity: discussion on the topic (ex. 1, p. 74). REALIZATION OF MEANING - Introducing the new vocabulary: Word Bank (p. 74) - Reading the text (ex. 2, p. 74). - Post-reading activity: asking questions about the text, identifying the true and the false sentences, correcting the false ones, choosing the correct answer (ex. 3, 4, 5, 6, 7, p. 75). REFLECTION <u>Self-evaluation 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> EXTENSION Ex. 8, p. 75.</p>	<p>5 min.</p> <p>30 min.</p> <p>8 min.</p> <p>2 min.</p>	<p>Blackboard, chalk.</p> <p>POWER POINT, computer, projector, screen. Textbook</p> <p>A poster with the text</p>	<p>Communicative Method Whole Class Work Discussion</p> <p>Whole Class Work Direct method Text Questions – answers Exercise True – false Multiple choice Individual work Self-evaluation sheet</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>2.3</p> <p>3.1 4.1</p>	<p>Lesson 9</p> <p>“Round up”</p>	<p>EVOCAATION Matching the descriptions to the pictures (ex. 1, p. 30). REALIZATION OF MEANING - Solving the exercises from the book orally and in a written way (ex. 2-5, p. 30-31). REFLECTION <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 understand how to use ...</i> <i>I think my mark is ...</i> EXTENSION Unit revision, to prepare for the evaluation.</p>	<p>5 min.</p> <p>33 min.</p> <p>5 min.</p> <p>2 min.</p>	<p>Blackboard, chalk. Textbooks, copybooks, pens, flash cards.</p> <p>A poster with the letter</p>	<p>Whole Class Work Communicative Method Matching exercise Individual work Group work Pair Work</p> <p>Individual work Opened letter technique Self-evaluation</p>

COMPUTER ADVANTAGES & DISADVANTAGES

It can store any type of data such as images, videos, text, audio and many others.

Computer is a very fast machine.

Computer reduces the use of paper.

Computers have no feelings or emotions.

A computer cannot take any decision on its own, it just follows the given instructions.

A computer can be connected to internet.

Computers cause different diseases because of their radiation.

A computer is a functional machine, it can do a lot of different operations.

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ELEVISION ADVANTAGES & DISADVANTAGES

Some TV shows let us travel imaginary and learn many things about different people, cultures, and places from other countries.

Watching news channels on TV we get informed about everything happening over the world.

On TV there are educational programs that develop our knowledge.

Watching TV we know the weather forecast.

The television shows, music, video-songs and films are sources of our entertainment.

When we watch TV too much our eyes get tired.

Television helps us to relax on the sofa after a hard work day.

People waste a lot of time doing nothing while watching television.

There is a lot of crime and violence on TV.

People spend too much time in front of the TVset, instead of reading, practicing sports or communicating with their family or friends.

Express your opinion:

I agree that...

I disagree that...

I think it's true that...

In my opinion it's wrong that...