

UNIT PLAN VIIth FORM

			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> EXTENSION To retell the text about their school (p. 57) – 15 min.	4 min. 1 min.	Textbooks, copybooks, pens.	Individual Work Whole Class Work True - False
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative Competence - Receiving written messages (Reading) Communicative and Pragmatic Competence – Producing written messages (Writing)	2.4 3.1 3.2 3.3 4.1	Lesson 2 “English Classroom”	EVOCATION Talking activity: Answering the questions (ex. III, p. 59). REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 59). - Vocabulary practice: matching the words to their definitions (ex. 2, p. 59). - Reading activity: Reading the text (ex. 1, p. 60). - Post-reading activity: filling synonyms in the text, answering questions about the text, summarizing the text (ex. 2-4, p. 60). 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. EXTENSION To write a descriptive composition about a national personality our country is proud of, including his/her personal characteristics and achievements (Writing - ex. 3, p. 60) – 10 min.	10 min. 25 min. 8 min. 2 min.	Textbooks. Textbooks, dictionary. Textbooks, copybooks, pens.	Whole Class Work Matching exercise Pair work Communicative Method Discussion Whole Class Work Matching exercise Whole Class Work Text Chain reading Lexical exercise Questions - answers Individual Work Method 3-2-1
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative Competence – Receiving oral messages (Listening) Communicative and Pragmatic Competence – Producing written messages (Writing)	2.4 1.4 4.1		EVOCATION Reading the composition about a national personality without naming him/her, having the colleagues to guess the name. REALIZATION OF MEANING - Pre- listening activity: Showing to students a picture of a Nelson’s Statue, having them to recognize him, watching a video about Nelson’s Statue. - Listening activity: listening to the text about Horatio Nelson (p. 103). - Post- listening activity: answering questions about the text (Listening - ex. 2, p. 60), writing down all types of questions to the given sentence (Writing - ex. 2, p. 61). - Grammar: studying the rules information about polysemy (p. 61), completing the sentences with suitable word, showing its meaning (Grammar - ex. 1, p. 61). REFLECTION Writing 5 true or false ideas about the information learned during the lesson,	5 min. 35 min. 4 min.	Copybooks. A picture of a Nelson’s Statue Video, computer, projector, speakers, screen. Textbooks.	Whole Class Work Guessing game Whole Class Work Communicative Method Discussion Questions - answers Individual Work Grammar exercise

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			<p>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>EXTENSION To find out the meaning of the polysemantic words and include them in sentences (Writing - ex. 1, p. 61) – 15 min.</p>	1 min.	Textbooks, copybooks, pens.	Individual Work Whole Class Work True - False
<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 2.4</p> <p>3.1 3.3</p> <p>4.1 4.4</p>	<p>Lesson 3 “English speaking club”</p>	<p>EVOCATION - Completing the crossword and discovering the topic of the lesson - SEAPORT. REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 62). - Matching the pictures to the words. - Matching the words to their definitions (ex. 2, p. 62). - Pronouncing the geographical names correctly (ex. 3, p. 63). - Reading activity: Reading the texts (ex. 1, p. 63). - Post-reading activity: deciding whether the statements are true or false according to the text and correcting the false ones (ex. 2, p. 63), answering the questions about the text, (ex. 3, p. 63). REFLECTION Asking and answering questions about the information and vocabulary they have learned during the lesson. EXTENSION To describe a seaport (Writing - ex. 3, p. 64) – 15 min.</p>	<p>5 min.</p> <p>33 min.</p> <p>5 min.</p> <p>2 min.</p>	<p>Worksheet with the crossword</p> <p>POWER POINT, computer, projector, screen.</p> <p>Textbooks</p> <p>A soft ball</p>	<p>Whole Class Work Communicative Method Crossword Discussion Brainstorming</p> <p>Whole Class Work Matching exercise</p> <p>Whole Class Work Text True-false</p> <p>Questions - answers</p> <p>Whole Class Work Answer-Ask-Throw</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence – Receiving oral messages (Listening)</p> <p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>2.2 2.4</p> <p>1.4</p> <p>4.1 4.4</p>		<p>EVOCATION Reading the description of a port without naming it, having the colleagues to guess its name. REALIZATION OF MEANING - Pre- listening activity: reading and checking the understanding of the question they have to answer after listening the text (Listening - ex. 2, p. 64). - Listening activity: listening to the text about Singapore (p. 103). - Post- listening activity: answering questions about the text (Listening - ex. 2, p. 64). - Grammar: studying the rules information about Reported Speech – General Truths (p. 64). Grammar practice: Reporting the sentences (Grammar - ex. 1, p. 64). REFLECTION Unscrambling the questions, in pairs asking and answering questions (Writing - ex. 2, p. 64). EXTENSION</p>	<p>5 min.</p> <p>35 min.</p> <p>4 min.</p> <p>1 min.</p>	<p>Copybooks.</p> <p>A picture of a Nelson’s Statue Video, computer, projector, speakers, screen.</p> <p>Textbooks.</p> <p>Copybooks, blackboard, chalk.</p>	<p>Whole Class Work Guessing game</p> <p>Whole Class Work Communicative Method Discussion Questions - answers</p> <p>Group work Shared research Whole Class Work Grammar exercise</p> <p>Group work Scrambled sentences Pair work Questions - answers</p>

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			To report the sentences - ex. 6, p. 113 – 10 min.			
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1 2.4	Lesson 4 “Education through film”	EVOCATION - Writing every word/idea coming in their mind connected with the given situation: Row 1 - Naming the types of buildings in a city and saying what they are designed for (ex. 1, p. 65). Row 2 - Saying what people are expected to be seen in different buildings (ex. 3, p. 65). Row 3 - Saying in what buildings they would expect to find the given rooms (ex. 4, p. 65). - Talking about the things they like and dislike about their homes (ex. 2, p. 65). - Writing continuously everything coming into their mind about the lesson quote: “A man’s house is his castle.” (ex. 5, p. 65). REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 65). - Matching the pictures to the words. - Matching the words to their definitions (ex. 2, p. 66). - Filling the sentences with the new words (ex. 3, p. 66). - Reading activity: Reading and acting the interview (ex. 1, p. 66). - Post-reading activity: 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. 65). 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 was easy to ...</i> <i>It was difficult to ...</i> <i>I think my mark is ...</i> EXTENSION To write a short story in 66 words to illustrate the proverb “ Every bird likes its nest ” (Writing - ex. 3, p. 67) – 15 min.	12 min.	Textbooks, blackboard, copybooks, chalk. POWER POINT, computer, projector, screen. Textbooks, blackboard, chalk. Textbooks	Individual Work Brainwriting
Communicative Competence - Receiving written messages (Reading)	3.1 3.3			25 min.		Whole Class Work Communicative Method Chart T Individual Work Free writing
Communicative and Pragmatic Competence – Producing written messages (Writing)	4.2			6 min.		Individual Work Open letter Self-evaluation
				2 min.		

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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>EVOCATION - Including in a clustering all the vocabulary they know on topics: HOUSE-ROOMS-FURNITURE. - Checking the homework. REALIZATION OF MEANING - Inserting the words in sentences, consulting a dictionary if necessary (Writing - ex. 2, p. 67). - Listening activity: listening to the text (p. 104), selecting the words that describe the rooms (Listening - ex. 2, p. 67). - Reading the text (p. 104), comparing the British and American houses, finding similarities and differences. - Grammar: studying the rules information about Present Perfect and Present Perfect Progressive (p. 67), completing the sentences with suitable form of the verb, showing the tense (Grammar - ex. 1, p. 67). REFLECTION Finding the errors in the given sentences, correcting and commenting on them (Writing - ex. 1, p. 67). EXTENSION To learn and apply the grammar rules (ex. 4, p. 107) – 10 min.</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>Lesson 5 “Mother’s Day”</p>	<p>EVOCATION - Brainstorming a list of adjectives to describe a children’s room (ex. 1, p. 68). - Describing a children’s room (ex. 2, p. 68). Ex. 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> REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 68). - Matching the pictures to the words. - Matching the words to their definitions (ex. 2, p. 68). - Filling the sentences with the new words (ex. 3, p. 68). - Reading activity: Reading the texts (ex. 1, p. 69). - Post-reading activity: finding synonyms for the given words (ex. 2, p. 69), asking and answering questions about the text (ex. 3, p. 69). REFLECTION - Talking about the things they like and dislike about their rooms and about the things want to improve in their rooms. EXTENSION To describe their own rooms – 15 min.</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.	8 min.				
3.3	2 min.	2 min.				
4.1						
4.6						

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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	2.2		<p>EVOCATION 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> - Updating the knowledge about Perfect Perfect and Perfect Perfect Progressive Tenses.</p>	5 min.		<p>Communicative Method Whole Class Work Gap sentences</p>
<p>Communicative Competence - Receiving written messages (Reading)</p>	3.1 3.3		<p>REALIZATION OF MEANING - 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. 69).</p>	30 min.	<p>POWER POINT, computer, projector, screen. Worksheets, copybooks, pens.</p>	<p>Pair work Grammar exercise Whole Class Work Discovery Learning Method Whole Class Work Grammar exercise</p>
<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	4.1 4.6		<p>- Grammar practice: Using Perfect Progressive Tenses or Past Progressive Tenses in contents (Grammar - ex. 1, p. 69). 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>	8 min. 2 min.	<p>POWER POINT Textbooks, copybooks, pens. Blackboard, chalk. A poster with the letter</p>	<p>Individual Work Open letter Self-evaluation</p>
<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	2.4 4.2 4.4	<p>Lesson 9 “Round up”</p>	<p>EVOCATION - Completing the clustering with personalities from different domains. REALIZATION OF MEANING - Pre-reading activity: Recognizing the personalities in the pictures. - Inserting the given words in the text (ex. 2, p. 70). - Reading activity: Reading the texts (ex. 2, 3, p. 70). - Post-reading activity: Completing the rubric Learned. - 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. REFLECTION <u>Self-evaluation sheet</u> <i>During the English lesson today we've talked about</i> <i>I can</i> <i>I can't</i> <i>I liked</i> <i>I think my grade is and I am.....</i></p>	5 min. 33 min. 5 min. 2 min.	<p>Blackboard, chalk. POWER POINT, computer, projector, screen. Textbooks, copybooks, pens. POWER POINT, computer, projector, screen.</p>	<p>Whole Class Work Clustering Communicative Method Method KWL Group work Gap text Whole Class Work Text Chain reading Method KWL Team Work Quiz game Individual work Self-evaluation</p>
			<p>EXTENSION To learn the grammar rules, to apply the learned rules - ex. 9, (p. 109) – 15 min.</p>			

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