SCI  Communicative and Pragmatic	2.1 2.3	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation
and Pragmatic	2.2		EVOCATION	5 min.		Whole Class Work
	2.5	Lesson 1	- What do you know about schooling?			Method KWL
Competence			REALIZATION OF MEANING		Board, chalk.	Communicative
- Producing oral		"Schooling"	- Pre-reading activity: Introducing the new		Copybooks,	Method
messages and			vocabulary: Vocabulary (p. 56).		Pens.	Discussion
interactions			- Matching the pictures to the words.		1 0113.	Discussion
(Spoken			- Matching the words to their definitions			Whole Class Work
Interaction)			(ex. 2, p. 56).	35 min.	POWER	Matching exercise
interaction)			- Pronouncing the geographical names	33 11111.	POINT,	Matching exercise
Communicative					-	
			correctly (ex. 3, p. 56).		computer,	Whale Class Work
Competence	2.4		- Studying the map of UK, completing the		projector,	Whole Class Work
- Receiving written	3.1		sentences with the suitable geographical		screen.	Pronunciation
messages	3.3		names.		Textbook.	exercise
(Reading)			- <b>Reading activity</b> : Reading the text (ex. 1,		The map of	Whole Class Work
			p. 58).		UK.	Gap sentences
			- <b>Post-reading activity</b> : answering questions			
Communicative			about the text, writing true sentences about			Whole Class Work
and Pragmatic	4.5		UK including the given groups of words		Textbooks.	Chain reading
Competence –			(Writing - ex. 1, p. 58).			
Producing written			REFLECTION			Questions -
messages (Writing)			- Completing the rubric <i>Learned</i> .			answers
			EXTENSION			
			To retell the text about UK (p. 57), to write	4 min.		Whole Class Work
			a paragraph about a part of UK you would			Method KWL
			like to visit, explaining why – <b>15 min</b> .	1 min.		
Communicative	2.1		EVOCATION	5 min.		
and Pragmatic	2.3		- Grouping the given words in pairs of		Textbooks,	Whole Class Work
Competence			synonyms or antonyms (Writing - ex. 2, p.		copybooks,	Lexical exercise
<ul> <li>Producing oral</li> </ul>			58).		pens.	
messages and			- Checking and completing the knowledge		Video,	
interactions			about UK – watching the first part of a video		computer,	Whole Class Work
(Spoken			containing some questions about UK,		projector,	Communicative
Interaction)			answering the questions, watching the		screen.	Method
			second part of the video and checking the			Questions -
Communicative			answers.			answers
Competence			REALIZATION OF MEANING	35 min.		Discussion
- Receiving written	3.1		- <b>Pre- listening activity</b> : Pronouncing the		Textbooks.	Whole Class Work
messages	3.3		geographical names correctly (Listening - ex.			Pronunciation
(Reading)			1, p. 58).			exercise
			- Listening activity: listening to the texts			
Communicative			about the parts of UK (p. 102).			
Competence –			- Post- listening activity: Matching the			Individual Work
Receiving oral	1.3		places with the country and completing the			Matching exercise
messages			table (Listening - ex. 1, p. 58).			
(Listening)			- Reading the texts, checking the			Graphic organizer
			information in the table and speaking about			Table
Communicative			Government of the UK (Listening - ex. 2, p.			
and Pragmatic	4.5		58).			
Competence –			- <i>Grammar</i> : studying the rules of usage the			
Producing written			definite article with geographical names			
messages (Writing)			(p. 58), completing the sentences with the			Individual Work
<u>.</u>			article THE, where necessary (Grammar -			Grammar exercise
			ex. 1, p. 58).			
			REFLECTION			
			Writing 5 true or false ideas about the			
			ex. 1, p. 58). <b>REFLECTION</b>			Training exercise

			UNIT PLAN VII FORM	1	1	
			information learned during the lesson, having their classmates to correct the false statements, using the expressins: you are right, I agree with you, I'm afraid you are	4 min.	Textbooks, copybooks, pens.	Individual Work Whole Class Work True - False
			wrong  EXTENSION  To retell the text about their school (p. 57)	1 min.		
Communication		1	- 15 min.	10		M/la al a Clasa M/aul
Communicative	2.4	Lesson 2	EVOCATION	10 min.		Whole Class Work
and Pragmatic	2.4	((Franklish	Talking activity: Answering the questions		Textbooks.	Matching exercise
Competence		"English	(ex. III, p. 59).			Pair work
- Producing oral messages and		Classroom"	REALIZATION OF MEANING	25 min	Toythooks	Communicative Method
_			- Pre-reading activity: Introducing the new	25 min.	Textbooks,	
interactions			vocabulary: Vocabulary (p. 59) Vocabulary practice: matching the words		dictionary.	Discussion
(Spoken			7 7			Whole Class Work
Interaction)			to their definitions (ex. 2, p. 59) <i>Reading activity</i> : Reading the text (ex. 1,			Matching exercise
Communicative			p. 60).			Whole Class Work
Competence	3.1		- <b>Post-reading activity</b> : filling synonyms in			Text
- Receiving written	3.2		the text, answering questions about the			Chain reading
messages	3.3		text, summarizing the text (ex. 2-4, p. 60).			Lexical exercise
(Reading)			REFLECTION			Questions -
			Self-evaluation – talking about:	8 min.		answers
Communicative			* three things they learned during the			
and Pragmatic			lesson;		Textbooks,	Individual Work
Competence –	4.1		* two ideas that they would like to develop		copybooks,	Method 3-2-1
Producing written			or supplement with new information;		pens.	
messages (Writing)			* a capacity or skill that they have formed /			
			practiced during the lesson.			
			EXTENSION	2 min.		
			To write a descriptive composition about a national personality our country is proud of,	2 111111.		
			including his/her personal characteristics			
			and achievements (Writing - ex. 3, p. 60) –			
			<b>10 min</b> .			
Communicative			EVOCATION	5 min.		
and Pragmatic	2.4		Reading the composition about a national	3		Whole Class Work
Competence			personality without naming him/her, having		Copybooks.	Guessing game
- Producing oral			the colleagues to guess the name.			
messages and			REALIZATION OF MEANING		A picture of	
interactions				35 min.	a Nelson's	
(Spoken			students a picture of a Nelson's Statue,		Statue	Whole Class Work
Interaction)			having them to recognize him, watching a		Video,	Communicative
			video about Nelson's Statue.		computer,	Method
Communicative			- <i>Listening activity</i> : listening to the text		projector,	Discussion
Competence –			about Horatio Nelson (p. 103).		speakers,	Questions -
Receiving oral	1.4		- <b>Post- listening activity</b> : answering		screen.	answers
messages			questions about the text (Listening - ex. 2, p.			
(Listening)			60), writing down all types of questions to			
			the given sentence (Writing - ex. 2, p. 61).			
Communicative			- <b>Grammar</b> : studying the rules information		Textbooks.	
and Pragmatic			about polysemy (p. 61), completing the			Individual Work
Competence –	4.1		sentences with suitable word, showing its			Grammar exercise
Producing written			meaning (Grammar - ex. 1, p. 61).			
messages (Writing)			REFLECTION  Writing 5 true or false ideas about the	4 min.		
			Writing 5 true or false ideas about the information learned during the lesson,	4 111111.		
	]		information learned during the lesson,	<u> </u>	1	

			UNIT PLAN VII FURIVI	ı		1
			having their classmates to correct the false			Individual Work
			statements, using the expressins: you are			Whole Class Work
			right, I agree with you, I'm afraid you are		Textbooks,	True - False
			wrong		copybooks,	
			EXTENSION		pens.	
			To find out the meaning of the	1 min.		
			polysemantic words and include them in			
			sentences (Writing - ex. 1, p. 61) – <b>15 min</b> .			
Communicative		Lesson 3	EVOCATION	5 min.		Whole Class Work
and Pragmatic	2.2		- Completing the crossword and discovering		Worksheet	Communicative
Competence	2.4	"English	the topic of the lesson - SEAPORT.		with the	Method
- Producing oral		speaking	REALIZATION OF MEANING		crossword	Crossword
messages and		club"	- <b>Pre-reading activity</b> : Introducing the new			Discussion
interactions			vocabulary: Vocabulary (p. 62).			Brainstorming
(Spoken			- Matching the pictures to the words.			
Interaction)			- Matching the words to their definitions	33 min.		
			(ex. 2, p. 62).		POWER	
Communicative			- Pronouncing the geographical names		POINT,	
Competence	3.1		correctly (ex. 3, p. 63).		computer,	Whole Class Work
- Receiving written	3.3		- Reading activity: Reading the texts (ex. 1,		projector,	Matching exercise
messages			p. 63).		screen.	
(Reading)			- Post-reading activity: deciding whether			
			the statements are true or false according			
			to the text and correcting the false ones (ex.		Textbooks	Whole Class Work
Communicative			2, p. 63), answering the questions about the			Text
and Pragmatic			text, (ex. 3, p. 63).			True-false
Competence –	4.1		REFLECTION	5 min.		
Producing written	4.4		Asking and answering questions about the			Questions -
messages (Writing)			information and vocabulary they have			answers
0 ( 0,			learned during the lesson.			
			EXTENSION			Whole Class Work
			To describe a seaport (Writing - ex. 3, p. 64)	2 min.	A soft ball	Answer-Ask-
			- 15 min.			Throw
Communicative			EVOCATION	5 min.		
and Pragmatic	2.2		Reading the description of a port without		Copybooks.	Whole Class Work
Competence	2.4		naming it, having the colleagues to guess its		7	Guessing game
- Producing oral			name.			
messages and			REALIZATION OF MEANING		A picture of	
interactions			- <b>Pre- listening activity</b> : reading and	35 min.	a Nelson's	Whole Class Work
(Spoken			checking the understanding of the question		Statue	Communicative
Interaction)			they have to answer after listening the text		Video,	Method
Communicative			(Listening - ex. 2, p. 64).		computer,	Discussion
Competence –			- <i>Listening activity</i> : listening to the text		projector,	Questions -
Receiving oral			about Singapore (p. 103).		speakers,	answers
messages			- <b>Post- listening activity</b> : answering		screen.	
(Listening)	1.4		questions about the text (Listening - ex. 2, p.			
,			64).			Group work
Communicative			- <b>Grammar</b> : studying the rules information			Shared research
and Pragmatic			about Reported Speech – General Truths (p.			Whole Class Work
Competence –			64).		Textbooks.	Grammar exercise
Producing written	4.1		Grammar practice: Reporting the sentences			3.4
messages	4.4		(Grammar - ex. 1, p. 64).		Copybooks,	Group work
(Writing)	7.7		REFLECTION	4 min.	blackboard,	Scrambled sentences
(**************************************			Unscrambling the questions, in pairs asking	7 111111.	chalk.	Pair work
			and answering questions (Writing - ex. 2, p.		CHAIR.	Questions -
			64).			answers
			EXTENSION	1 min.		answers
			LATENSION	± 111111.		

		1	UNIT PLAN VII <sup>th</sup> FORM	1		T
			To report the sentences - ex. 6, p. $113 - 10$			
			min.			
Communicative		Lesson 4	EVOCATION	12 min.		Individual Work
and Pragmatic	2.1		- Writing every word/idea coming in their			Brainwriting
Competence	2.4	"Education	mind connected with the given situation:		Textbooks,	
- Producing oral		through	<b>Row 1</b> - Naming the types of buildings in a		blackboard,	
messages and		film"	city and saying what they are designed for		copybooks,	
interactions			(ex. 1, p. 65).		chalk.	
(Spoken			<b>Row 2</b> - Saying what people are expected to			
Interaction)			be seen in different buildings (ex. 3, p. 65).			
			<b>Row 3</b> - Saying in what buildings they would			
			expect to find the given rooms (ex. 4, p. 65).			Whole Class Work
			- Talking about the things they like and dislike			Communicative
Communicative	3.1		about their homes (ex. 2, p. 65).			Method
Competence	3.3		- Writing continuously everything coming			Chart T
- Receiving written			into their mind about the lesson quote: "A			Individual Work
messages			man's house is his castle." (ex. 5, p. 65).			Free writing
(Reading)			REALIZATION OF MEANING	25 min.		
			- <b>Pre-reading activity</b> : Introducing the new		POWER	
			vocabulary: Vocabulary (p. 65).		POINT,	
			- Matching the pictures to the words.		computer,	Whole Class Work
Communicative			- Matching the words to their definitions		projector,	Matching exercise
and Pragmatic			(ex. 2, p. 66).		screen.	Pair work
Competence –	4.2		- Filling the sentences with the new words			Gap sentences
Producing written			(ex. 3, p. 66).			
messages (Writing)			- Reading activity: Reading and acting the		Textbooks,	Whole Class Work
			interview (ex. 1, p. 66).		blackboard,	Text
			- Post-reading activity: Finding in the text		chalk.	Chain reading
			the given words, showing the part of			Lexical exercise
			speech, using the same words in their own			Commentary
			sentences as different parts of speech,		Textbooks	Group work
			identifying the main idea of the text,			Summary
			comenting on it, summarizing the text (ex.			
			2-4, p. 65).		201152	Individual Work
			REFLECTION	6 min.	POWER	Open letter
			<u>Opened letter</u>		POINT,	Self-evaluation
			Dear parents,		computer,	
			I want to tell you that during the English		projector,	
			lesson today I've learned some new		screen.	
			words			
			It was easy to			
			It was difficult to			
			I think my mark is	2 min.		
			EXTENSION	£ 111111.		
			To write a short story in 66 words to			
			illustrate the proverb "Every bird likes its			
			<b>nest</b> " (Writing - ex. 3, p. 67) – <b>15 min</b> .			
L	1	1	1 (			i

			UNIT PLAN VII <sup>th</sup> FORM			
Communicative	2.1	I	EVOCATION	7 min.		
and Pragmatic	2.4	I	- Including in a clustering all the vocabulary		Blackboard,	Whole Class Work
Competence		I	they know on topics: HOUSE-ROOMS-		copybooks,	Clustering
- Producing oral		I	FURNITURE.		chalk.	0.00008
_		I			Citaik.	
messages and		I	- Checking the homework.	20 .		
interactions		I	REALIZATION OF MEANING	30 min.		
(Spoken		I	- Inserting the words in sentences,			Pair work
Interaction)		I	consulting a dictionary if necessary (Writing		Dictionary.	Gap sentences
		I	- ex. 2, p. 67).			
Communicative		I	- Listening activity: listening to the text (p.			Whole Class Work
Competence		I	104), selecting the words that describe the		Textbooks.	Communicative
- Receiving written	3.1	I	rooms (Listening - ex. 2, p. 67).		· categoria.	Method
_	3.3	I				Selective exercise
messages	3.3	I	- Reading the text (p. 104), comparing the			
(Reading)		I	British and American houses, finding			Whole Class Work
		I	similarities and differences.			Text
Communicative		I	- <i>Grammar</i> : studying the rules information			Chain reading
Competence –		I	about Present Perfect and Present Perfect			Venn Diagram
Receiving oral	1.3	Ì	Progressive (p. 67), completing the			
messages		Ì	sentences with suitable form of the verb,			Whole Class Work
(Listening)		Ì	showing the tense (Grammar - ex. 1, p. 67).		Textbooks,	Grammar exercise
(Listering)		I		C	-	Grannina exercise
		Ì	REFLECTION	6 min.	copybooks,	
Communicative		]	Finding the errors in the given sentences,		pens.	Group Work
and Pragmatic	4.5	I	correcting and commenting on them			Mistakes' hunt
Competence –		I	(Writing - ex. 1, p. 67).			
Producing written		I	EXTENSION	2 min.		
messages (Writing)		I	To learn and apply the grammar rules (ex.			
		I	4, p. 107) – <b>10 min</b> .			
Communicative		Lesson 5	EVOCATION	5 min.		Whole Class Work
and Pragmatic	2.2	Lessons	- Brainstorming a list of adjectives to	J 111111.	Textbooks.	Communicative
	2.2	((b,0 - + / -	I =		TEXTOOKS.	
Competence		"Mother's	describe a children's room (ex. 1, p. 68).			method
- Producing oral		Day"	- Describing a children's room (ex. 2, p. 68).			Brainstorming
messages and		I	<b>Ex.</b> Pupil 1 – There is a bed in the children's			Add something
interactions		I	room.			more
(Spoken		I	Pupil 2 – There is a bed and a cupboard in			
Interaction)		I	the children's room.			
		1	l			
Communicative			Pupil 3			
			Pupil 3 – There is a bed, a cupboard and a table in the children's room			
LLOMNETENCE	3 1		table in the children's room.			
Competence	3.1		table in the children's room.  REALIZATION OF MEANING	20 :		Mh ala Class Maril
- Receiving written	3.1 3.3		table in the children's room.  REALIZATION OF MEANING - Pre-reading activity: Introducing the new	30 min.	DOWER	Whole Class Work
- Receiving written messages			table in the children's room.  REALIZATION OF MEANING - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 68).	30 min.	POWER	Direct Method
- Receiving written			table in the children's room.  REALIZATION OF MEANING  - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 68).  - Matching the pictures to the words.	30 min.	POINT,	
- Receiving written messages			table in the children's room.  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	30 min.		Direct Method
- Receiving written messages			table in the children's room.  REALIZATION OF MEANING  - Pre-reading activity: Introducing the new vocabulary: Vocabulary (p. 68).  - Matching the pictures to the words.	30 min.	POINT,	Direct Method
- Receiving written messages (Reading)			table in the children's room.  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).	30 min.	POINT, computer,	Direct Method Matching exercise
- Receiving written messages (Reading)  Communicative and Pragmatic	3.3		table in the children's room.  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	30 min.	POINT, computer, projector,	Direct Method Matching exercise
- Receiving written messages (Reading)  Communicative and Pragmatic Competence —	3.3 4.1		table in the children's room.  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).	30 min.	POINT, computer, projector, screen.	Direct Method Matching exercise  Gap sentences  Whole Class Work
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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,	30 min.	POINT, computer, projector, screen. Textbooks,	Direct Method Matching exercise Gap sentences Whole Class Work Text
- Receiving written messages (Reading)  Communicative and Pragmatic Competence —	3.3 4.1		table in the children's room.  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).	30 min.	POINT, computer, projector, screen. Textbooks, copybooks,	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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	30 min.	POINT, computer, projector, screen. Textbooks,	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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	30 min.	POINT, computer, projector, screen. Textbooks, copybooks, pens.	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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,	30 min.	POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard,	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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).	30 min.	POINT, computer, projector, screen. Textbooks, copybooks, pens.	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise Star Burning
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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,	30 min.	POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard,	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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).		POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard,	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise Star Burning
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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		POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard, chalk.	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise Star Burning  Whole Class Work
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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	8 min.	POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard, chalk.	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise Star Burning  Whole Class Work Microphone
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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.	8 min.	POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard, chalk.	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise Star Burning  Whole Class Work Microphone
- Receiving written messages (Reading)  Communicative and Pragmatic Competence – Producing written	3.3 4.1		table in the children's room.  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	8 min.	POINT, computer, projector, screen.  Textbooks, copybooks, pens.  Blackboard, chalk.	Direct Method Matching exercise  Gap sentences  Whole Class Work Text Chain reading Lexical exercise Star Burning  Whole Class Work Microphone

Communicative						
1			EVOCATION	5 min.		Communicative
and Pragmatic	2.2		Comparing the verbs in the sentences,			Method
Competence			naming the tenses:			Whole Class Work
- Producing oral			a) They <u>have lived</u> in this flat since 2000.			Gap sentences
messages and			b) They <u>have lived</u> in this flat for 17 years.		POWER	
interactions			- Updating the knowledge about Perfect		POINT,	
(Spoken			Perfect and Perfect Perfect Progressive		computer,	
Interaction)			Tenses.		projector,	
,			REALIZATION OF MEANING		screen.	Pair work
Communicative			- Completing the sentences with the correct			Grammar exercise
Competence	3.1		forms of the verbs in Perfect Perfect and			
- Receiving written	3.3		Perfect Perfect Progressive Tenses.			
messages	0.0		- Introducing Past Perfect Progressive		Worksheets,	Whole Class Work
(Reading)			Tenses.	30 min.	copybooks,	Discovery
(nedding)			- Studying the information about the use of	30 111111.	pens.	Learning Method
Communicative			Perfect Perfect Progressive and Past Perfect		pens.	Whole Class Work
	4.1		_		POWER	
and Pragmatic			Progressive Tenses (p. 69).		_	Grammar exercise
Competence –	4.6		- Grammar practice: Using Perfect		POINT	
Producing written			Progressive Tenses or Past Progressive		Toythealis	
messages (Writing)			Tenses in contents (Grammar - ex. 1, p. 69).		Textbooks,	
			REFLECTION		copybooks,	
			<u>Opened letter</u>		pens.	
			Dear parents,			
			I want to tell you that during the English		Blackboard,	
			lesson today I've learned		chalk.	Individual Work
			It can use	8 min.		Open letter
			It didn't undestand how to use		A poster	Self-evaluation
			I think my mark is		with the	
			EXTENSION	2 min.	letter	
1			l <u> </u>			
			To learn the grammar rules, to apply the			
			learned rules - ex. 9, (p. 109) – <b>15 min</b> .			
Communicative	2.4	Lesson 9	learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b>	5 min.		Whole Class Work
and Pragmatic	2.4		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with	5 min.	Blackboard,	Clustering
and Pragmatic Competence	2.4	Lesson 9  "Round up"	learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains.		chalk.	Clustering Communicative
and Pragmatic Competence - Producing oral	2.4		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b>	5 min.	chalk. POWER	Clustering Communicative Method
and Pragmatic Competence - Producing oral messages and	2.4		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the		chalk. POWER POINT,	Clustering Communicative
and Pragmatic Competence - Producing oral messages and interactions	2.4		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures.		chalk. POWER POINT, computer,	Clustering Communicative Method
and Pragmatic Competence - Producing oral messages and interactions (Spoken			learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2,		chalk. POWER POINT, computer, projector,	Clustering Communicative Method
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70).		chalk. POWER POINT, computer,	Clustering Communicative Method
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative			learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2,		chalk. POWER POINT, computer, projector,	Clustering Communicative Method
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70).		chalk. POWER POINT, computer, projector, screen.	Clustering Communicative Method Method KWL
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence –	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> .  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		chalk. POWER POINT, computer, projector, screen. Textbooks,	Clustering Communicative Method Method KWL
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <b>Post-reading activity</b> : Completing the rubric <b>Learned</b> .		chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks,	Clustering Communicative Method Method KWL  Group work Gap text
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <b>Post-reading activity</b> : Completing the rubric <b>Learned</b> Divided in 3 teams, the students think of a		chalk. POWER POINT, computer, projector, screen. Textbooks,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence – Producing written messages and interactions	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <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		chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <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	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence – Producing written messages and interactions	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <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.		chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <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. <b>REFLECTION</b>	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – <b>15 min</b> . <b>EVOCATION</b> - Completing the clustering with personalities from different domains. <b>REALIZATION OF MEANING</b> - <b>Pre-reading activity</b> : Recognizing the personalities in the pictures Inserting the given words in the text (ex. 2, p. 70) <b>Reading activity</b> : Reading the texts (ex. 2, 3, p. 70) <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. <b>REFLECTION</b> Self-evaluation sheet	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL  Team Work
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – 15 min.  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  Self-evaluation sheet  During the English lesson today we've	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer, projector,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – 15 min.  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  Self-evaluation sheet  During the English lesson today we've talked about	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL  Team Work
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – 15 min.  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  Self-evaluation sheet  During the English lesson today we've talked about	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer, projector,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL  Team Work
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – 15 min.  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  Self-evaluation sheet  During the English lesson today we've talked about	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer, projector,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL  Team Work
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – 15 min.  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  Self-evaluation sheet  During the English lesson today we've talked about	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer, projector,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL  Team Work Quiz game
and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction) Communicative and Pragmatic Competence — Producing written messages and interactions (Writing,	4.2		learned rules - ex. 9, (p. 109) – 15 min.  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  Self-evaluation sheet  During the English lesson today we've talked about	33 min.	chalk. POWER POINT, computer, projector, screen.  Textbooks, copybooks, pens.  POWER POINT, computer, projector,	Clustering Communicative Method Method KWL  Group work Gap text Whole Class Work Text Chain reading Method KWL  Team Work Quiz game
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