

SCI	SC	Lesson (Content)	Learning Activities	Time	Materials	Strategies (MTF) Evaluation						
Communicative Competence – Receiving oral messages (Listening)	1.1 1.2 1.6	<b>Lesson 1</b>  “Holidays”	<b>EVOCATION</b> Brainstorming around the word <b>holidays</b> . Matching the holidays with their symbols, making up sentences including the traditions they know connected with these holidays. <b>REALIZATION OF MEANING</b> - What is coming? (Valentine’s Day) - What do you know about it?	5 min.  30 min.	Blackboard, chalk. Pictures holidays with their symbols	Whole Class Work Communicative Method Discussion Brainstorming Matching exercise						
Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)	2.1 2.4 2.6		- What is coming? (Valentine’s Day) - What do you know about it? <table border="1" data-bbox="505 548 984 611"> <thead> <tr> <th>Know</th> <th>Want to know</th> <th>Learned</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> - What do you want to know about it? - After watching a PPP and a video, the students complete the rubric <b>Learned</b> . - <b>Talking activity</b> : Talking about holidays, answering the questions (ex. 1, p. 68). - Introducing some information about 4 world festivals.	Know	Want to know	Learned					POWER POINT, video, computer, projector, screen, speakers.	Whole Class Work KWL
Know	Want to know	Learned										
Communicative Competence - Receiving written messages (Reading)	3.2		- <b>Pre-listening activity</b> : Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 69), matching the new words to their definitions, matching the pairs of synonyms (ex. 5, p. 69), reading the words from the pink box (ex. 2, p. 68), matching them with the pictures. - <b>Listening activity</b> : listening to the text (137) and filling the texts with the missed words. <b>Avatars links</b> : <a href="https://www.voki.com/site/pickup?scid=14698199&amp;chsm=59bb20538c7a3894531cedadfb91b5a4">https://www.voki.com/site/pickup?scid=14698199&amp;chsm=59bb20538c7a3894531cedadfb91b5a4</a> <a href="http://tinyurl.com/y7f97f9b">http://tinyurl.com/y7f97f9b</a> <a href="https://www.voki.com/site/pickup?scid=12246409&amp;chsm=7f5dc8d64cca522b5bd2d4e7c5deee0">https://www.voki.com/site/pickup?scid=12246409&amp;chsm=7f5dc8d64cca522b5bd2d4e7c5deee0</a> - <b>Reading activity</b> : reading text and checking the predictions (ex. 3, p. 69). - <b>Post-reading activity</b> : answering the questions about the text (ex. 4, p. 69).		Textbooks.	Whole Class Work Conversation						
Communicative and Pragmatic Competence – Producing written messages (Writing)	4.3		- <b>Pre-listening activity</b> : Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 69), matching the new words to their definitions, matching the pairs of synonyms (ex. 5, p. 69), reading the words from the pink box (ex. 2, p. 68), matching them with the pictures. - <b>Listening activity</b> : listening to the text (137) and filling the texts with the missed words. <b>Avatars links</b> : <a href="https://www.voki.com/site/pickup?scid=14698199&amp;chsm=59bb20538c7a3894531cedadfb91b5a4">https://www.voki.com/site/pickup?scid=14698199&amp;chsm=59bb20538c7a3894531cedadfb91b5a4</a> <a href="http://tinyurl.com/y7f97f9b">http://tinyurl.com/y7f97f9b</a> <a href="https://www.voki.com/site/pickup?scid=12246409&amp;chsm=7f5dc8d64cca522b5bd2d4e7c5deee0">https://www.voki.com/site/pickup?scid=12246409&amp;chsm=7f5dc8d64cca522b5bd2d4e7c5deee0</a> - <b>Reading activity</b> : reading text and checking the predictions (ex. 3, p. 69). - <b>Post-reading activity</b> : answering the questions about the text (ex. 4, p. 69). <b>REFLECTION</b> - Completing the letter with the suitable information.  <b>Opened letter</b> <i>Dear parents,</i> <i>I want to tell you that during the English lesson today I’ve learned some new words...</i> <i>We’ve talked about...</i> <i>An interesting fact I learned is that...</i> <i>I would like to learn more about...</i> <i>I think my mark is ...</i>		Internet connection	Pair Work Matching exercise						
			<b>EXTENSION</b>	9 min.	Textbooks, copybooks, pens.  POWER POINT	Individual work Gap text  Whole Class Work Text Chain reading Questions-answers  Individual work Opened letter technique Self-evaluation						

			Do it at home - to write a paragraph about the holidays they like most of all (p. 69).	1 min.		
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<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p>	<p>2.1 2.3 2.4 2.6</p>	<p><b>Lesson 2</b> <b>“Presents and Wishes”</b></p>	<p><b>EVOCATION</b> - Unscrambling the word from the letters: E, P, S, R, N, T, E (present). - <b>Talking activity:</b> In pairs, answer the questions. Sharing the deskmate answers with the class using the reported speech (ex. 1, p. 70). <b>REALIZATION OF MEANING</b></p>	<p>5 min.</p>	<p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Communicative Method Scrambled letters Pair work Discussion</p>
<p>Communicative Competence - Receiving written messages (Reading)</p>	<p>3.2 3.4</p>		<p>- <b>Pre-reading activity:</b> speaking about the presents they would choose for different persons with various occasions, using the structures from the <b>You can’t do without them Box</b> (ex. 2, p. 70). - Discovering the meaning of the new words through associations and using the dictionary from the end of the book: Mind Your Pronunciation (p. 70), matching the new words to their definitions.</p>	<p>28 min.</p>	<p>A microphone  Textbooks, dictionary Vocabulary worksheets</p>	<p>Individual work Microphone technique  Working with the dictionary Group Work Matching exercise</p>
<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p>	<p>4.3</p>		<p>- <b>Reading activity:</b> reading text and learning some useful tips for choosing a present (ex. 3, p. 69). - <b>Post-reading activity:</b> answering the question from the beginning of the text (ex. 4, p. 70), match the tips with the ideas in the boxes (ex. 5, p. 71), working with the vocabulary (ex. 6, p. 71). - <b>Listening activity:</b> listening to the text (137) and checking the predictions.</p>	<p>Textbooks</p>	<p>Textbooks</p>	<p>Text Chain reading Questions – answers Pair Work Matching exercise Individual work Lexical exercise Pair work Think-pair-share</p>
<p>Communicative Competence – Receiving oral messages (Listening)</p>	<p>1.6</p>		<p><b>Avatars links:</b> <a href="https://www.voki.com/site/pickup?scid=14698767&amp;chsm=844bdaffc4c1fa32389b0e84ab90d45">https://www.voki.com/site/pickup?scid=14698767&amp;chsm=844bdaffc4c1fa32389b0e84ab90d45</a> <a href="https://www.voki.com/site/pickup?scid=14698777&amp;chsm=a9d070dd7deafd87237bdf3940d0840">https://www.voki.com/site/pickup?scid=14698777&amp;chsm=a9d070dd7deafd87237bdf3940d0840</a> <a href="https://www.voki.com/site/pickup?scid=14698783&amp;chsm=77080e8a8eb630650145ce9ac25a0f83">https://www.voki.com/site/pickup?scid=14698783&amp;chsm=77080e8a8eb630650145ce9ac25a0f83</a> <a href="https://www.voki.com/site/pickup?scid=14698819&amp;chsm=bab498c347c885aac9a7b921e4cf9b29">https://www.voki.com/site/pickup?scid=14698819&amp;chsm=bab498c347c885aac9a7b921e4cf9b29</a> <b>REFLECTION</b> - <b>Post-listening activity:</b> in groups, answering the questions about the text (ex. 3, p. 70). <b>EXTENSION</b> Do it at home - to write about a paragraph what they would/wouldn’t do if you had only half an hour to choose a present for your friend (p. 71).</p>	<p>10 min.  2 min.</p>	<p>Computer, projector, screen, speakers. Worksheets.  Internet connection  Textbooks.</p>	<p>Group Work Group discussion</p>

<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><b>Lesson 3</b></p> <p><b>“School Traditions”</b></p>	<p><b>EVOCATION</b></p> <p>Solve the crossword and find out the topic of our lesson (SCHOOL).</p> <p><b>Talking activity:</b> In 4 groups answering on one of the 4 questions, using the <b>You can't do without them Box</b> and Reminder (ex. 1, p. 72).</p> <table border="1"> <tr> <td>Group 1 – the 1<sup>st</sup> question</td> <td>Group 2 – the 2<sup>nd</sup> question</td> </tr> <tr> <td>Group 3 – the 3<sup>rd</sup> question</td> <td>Group 4 – the 4<sup>th</sup> question</td> </tr> </table>	Group 1 – the 1 <sup>st</sup> question	Group 2 – the 2 <sup>nd</sup> question	Group 3 – the 3 <sup>rd</sup> question	Group 4 – the 4 <sup>th</sup> question	8 min.	<p>POWER POINT</p> <p>4 posters, markers</p>	<p>Whole Class Work Crossword</p> <p>Group Work Communicative Method</p> <p>Group discussion Four Quadrants Method</p>							
	Group 1 – the 1 <sup>st</sup> question		Group 2 – the 2 <sup>nd</sup> question														
	Group 3 – the 3 <sup>rd</sup> question		Group 4 – the 4 <sup>th</sup> question														
2.5	3.4	<p><b>REALIZATION OF MEANING</b></p> <p>- <b>Pre-reading activity:</b> Introducing the new vocabulary: Mind Your Pronunciation (p. 72), matching the pictures to the words, miming the verbs (ex. 3 (b), p. 73).</p> <p>- Learning some phrasal verbs (ex. 3 (d), p. 73), using online dictionaries: <a href="http://magicenglishmagicenglish.weebly.com/homework/thinglink-phrasal-verbs#comments">http://magicenglishmagicenglish.weebly.com/homework/thinglink-phrasal-verbs#comments</a></p> <p>- <b>Reading activity:</b> Reading the poem, miming the intonation, dramatizing the poem (ex. 3, p. 72).</p> <p>- <b>Post-reading activity:</b> Watching the poem video, comparing the students' and the actors' performances.</p> <table border="1"> <thead> <tr> <th>Strengths (+)</th> <th>Weaknesses (-)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>- <b>Listening activity:</b> listening to the text (137) and completing the table.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Country/town</th> <th>Holiday</th> <th>School tradition</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Strengths (+)	Weaknesses (-)			Name	Country/town	Holiday	School tradition					30 min.	<p>POWER POINT</p> <p>Computer, projector, screen, speakers, video.</p> <p>Internet connection</p> <p>Textbooks.</p> <p>2 posters, markers</p> <p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Matching exercise</p> <p>Whole Class Work Miming Dramatization</p> <p>Whole Class Work Chart T</p> <p>Individual work Graphic Organizer Table</p> <p>Group work Collaborative learning</p>
Strengths (+)	Weaknesses (-)																
Name	Country/town	Holiday	School tradition														
2.6	1.1	4.2	5 min.	<p>A plastic glass</p>	<p>Individual work Method 3-2-1</p> <p>Whole Class Work Pens in the glass</p>												
1.5	1.6	<p>Sharing the information with the classmates. Completing the table checking the answers.</p> <p><b>REFLECTION</b></p> <p>Self-evaluation – Name:</p> <p>* three school traditions they liked;</p> <p>* two school traditions we have in our school;</p> <p>* a tradition they would like to borrow and implement in our school.</p> <p><b>EXTENSION</b></p> <p>Do it at home - to write a paragraph and speak about an event they celebrated at school that you like/ dislike most of all (p. 73), to introduce the 5 phrasal verbs in their own sentences and post them as a comment on the blog. Here is the link: <a href="http://magicenglishmagicenglish.weebly.com/homework/thinglink-phrasal-verbs#comments">http://magicenglishmagicenglish.weebly.com/homework/thinglink-phrasal-verbs#comments</a></p>	2 min.														

<p>Communicative and Pragmatic Competence - Producing oral messages and interactions (Spoken Interaction)</p> <p>Communicative Competence - Receiving written messages (Reading)</p>	<p>2.2 2.4</p> <p>3.1 3.5</p>	<p><b>Lesson 4</b> <b>“Enjoying Together”</b></p>	<p><b>EVOCATION</b> - Putting down all the holidays connected to the given words. - In group, selecting from the list all the words touching a certain holiday and describing its celebration using them.</p> <p><b>REALIZATION OF MEANING</b> - <b>Reading activity:</b> Reading the greeting cards, in pairs answering the questions about one of them (ex. 3, 5, p. 75). - <b>Post-reading activity:</b> in groups finding equivalents in their native language for the given expressions (ex. 6, p. 75). - Discovering the meaning of the new words using the definitions or the online dictionary if necessary: Mind Your Pronunciation (p. 59), matching the words to the pictures. <b>Talking activity:</b> Talking about specific</p>	<p>5 min.</p> <p>30 min.</p>	<p>POWER POINT Blackboard, chalk. Worksheets.</p> <p>Textbooks</p> <p>Vocabulary images</p>	<p>Whole Class Work Communicative Method Brainstorming Group Work Collaborative learning</p> <p>Pair Work Think-pair-share Group Work Group Discussion</p> <p>Whole Class Work Pronunciation exercise</p>
<p>Communicative and Pragmatic Competence – Producing written messages (Writing)</p> <p>Communicative Competence – Receiving oral messages (Listening)</p>	<p>4.2</p> <p>1.1 1.2 1.6</p>		<p>Moldovan holidays – Town Day/Hramul (ex. 1, p. 74). - Matching the sentences to the pictures, using them to describe the images (ex. 2, p. 74).</p> <p><b>REFLECTION</b> Imagine you are part of our town administration. Work in group and make a program about the next celebration of our Town Day.</p> <p><b>EXTENSION</b> Do it at home - to write a Greeting Card (p. 75).</p>	<p>8 min.</p> <p>2 min.</p>	<p>6 posters, markers.</p>	<p>Whole Class Work Direct Method Questions – answers</p> <p>Group Work Tour Gallery</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>2.1 2.6</p> <p>3.2</p> <p>4.1</p>	<p><b>Lesson 5</b> <b>“Civilization: Old and New, Different and the Same”</b></p>	<p><b>EVOCATION</b> <b>Talking activity:</b> Talking about weddings in Moldova (ex. 1, p. 60).</p> <p><b>REALIZATION OF MEANING</b> - <b>Pre-reading activity:</b> Reminding the meaning of the words using the definitions or the online dictionary if necessary: Mind Your Pronunciation (p. 76), matching the new words to their definitions (ex. 3, p. 76). - <b>Reading activity:</b> Reading the texts about weddings in GB (ex. 2, p. 76). - <b>Post-reading activity:</b> Putting the parts of the text in order, comparing the weddings in GB with the Moldovan ones, finding similarities and differences (ex. 2, p. 76). - <b>Listening activity:</b> listening to the text (137) and filling the texts with the missed words. - <b>Post-listening activity:</b> Working with the vocabulary (ex. 5, p. 77), answering the questions about the text (ex. 6, p. 77).</p>	<p>5 min.</p> <p>30 min.</p>	<p>Textbooks.</p> <p>Textbooks, copybooks, pens.</p>	<p>Whole Class Work Communicative Method Discussion</p> <p>Whole Class Work Pronunciation exercise Matching exercise</p> <p>Whole Class Work Chain reading Text Selective reading Questions – answers Venn diagram Individual Work Gap sentences Pair work Lexical exercises</p>



<p>Communicative Competence - Receiving written messages (Reading)</p> <p>Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)</p>	<p>3.4</p> <p>4.3</p>		<p>- <b>Grammar practice:</b> reporting the replies of the dialogue (ex. 1, p. 78). - Studying the information about the use of the <b>Conditional Cases</b> in the textbook (p. 78). - <b>Grammar practice:</b> identifying the <b>If</b> cases in the text, using it in sentences (ex. 2, 3, p. 79). - Studying the information about the use of the <b>Subjunctive Mood</b> in the textbook (p. 79). - <b>Grammar practice:</b> using it in sentences according to the model (ex. 4, p. 79). <b>REFLECTION</b> <i>Self-evaluation sheet</i> <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><b>EXTENSION</b> To learn the grammar rules, to apply the learned rules - ex. 1, (p. 147, 147).</p>	<p>8 min.</p> <p>2 min.</p>	<p>Textbooks, copybooks, pens.</p> <p>Blackboard, chalk.</p> <p>A poster with the letter</p>	<p>Group work Grammar exercise</p> <p>Explanation</p> <p>Whole Class Work Grammar exercise</p> <p>Group work Shared research Explanation Pair work Grammar exercise</p> <p>Individual Work Self-evaluation</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>Communicative Competence - Receiving written messages (Reading)</p>	<p>2.1</p> <p>2.2</p> <p>4.1</p> <p>3.3</p> <p>3.4</p>	<p><b>Lesson 7</b></p> <p><b>“Round up”</b></p>	<p><b>EVOCATION</b> - <b>Talking activity:</b> 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 3<sup>rd</sup> person), sharing discoveries to the class (ex. 1, p. 80). <b>REALIZATION OF MEANING</b> - Solving the exercises from the book orally and in a written way (ex. 2-6, p. 80-81). <b>REFLECTION</b> <i>Opened letter</i> <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></p> <p><b>EXTENSION</b> Do it at home – to write a letter to one of their friends and invite him/her to the birthday party, making use of <b>Letter Writing</b>, page 149 (p. 81).</p>	<p>5 min.</p> <p>33 min.</p> <p>5 min.</p> <p>2 min.</p>	<p>Textbooks, copybooks, pen.</p> <p>Blackboard, chalk. Textbooks, copybooks, pens, flash cards.</p> <p>A poster with the letter</p>	<p>Group work Three step interview Whole Class Work Communicative Method Matching exercise Individual work Group work Pair Work</p> <p>Individual work Opened letter technique Self-evaluation</p>

# Little Red Riding Hood and the Wolf

After *Roald Dahl*, abridged

**Narrator/Wolf/Grandma/Red Riding Hood**

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's  
door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandmamma was terrified,  
"He's going to eat me up!" she cried.  
And she was absolutely right.  
He ate her up in one big bite.  
But Grandmamma was small and tough,  
And Wolfie wailed, "That's not enough!"  
"I haven't yet begun to feel  
That I have had a decent meal!"  
He ran around the kitchen yelping,  
"I've got to have another helping!"  
Then added with a frightful leer,  
"I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the wood."  
He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those.)  
He even brushed and curled his hair,  
Then sat himself in Grandma's chair.  
In came the little girl in red.  
She stopped. She stared. And then she  
said,  
"What great big ears you have,  
Grandma."  
"All the better to hear you with," the Wolf  
replied.

"What great big eyes you have,  
Grandma."  
said Little Red Riding Hood.  
"All the better to see you with", the Wolf  
replied.  
He sat there watching her and smiled.  
He thought. "I'm going to eat this child.  
Compared with her old Grandmamma  
She's going to taste like caviar."  
Then Little Red Riding Hood said, "But  
Grandma, what a lovely great big furry  
coat you have on."  
"That's wrong!" cried Wolf. "Have you  
forgot  
To tell me what BIG TEETH I've got?"  
"Ah well, no matter what you say,  
I'm going to eat you anyway."  
The small girl smiles. One eyelid flickers.  
She whips a pistol from her knickers.  
She aims it at the creature's head  
And bang, bang, bang, she shoots him  
dead.  
A few weeks later, in the wood,  
I came across Miss Riding Hood.  
But what a change! No cloak of red,  
No silly hood upon her head.  
She said, "Hello, and do please note  
My lovely furry WOLFSKIN COAT."



## VOCABULARY SHEET

**Work in groups, match the words to their definitions:**

- |                     |   |
|---------------------|---|
| a) Fiance           | 1) man who is engaged to be married   |
| b) fiancée          | 2) a woman is engaged to be married   |
| c) recipient        | 3) a person that receives or is awarded something   |
| d) gala             | 4) a social occasion with special entertainments or performances  |
| e) diocese          | 5) a district under the pastoral care of a bishop in the Christian Church   |
| f) adage            | 6) a proverb or short statement expressing a general truth  |
| g) scratching post  | 7) something that is given to a charity, especially a sum of money  |
| h) gift certificate | 8) a voucher given as a present that is exchangeable for a specified cash value or services from a particular place of business |
| i) donation         | 9) a particular place for a cat to scratch with its claws   |

## Prediction Method

How do you think what did the young boy do?	
<i>The supposed answer</i>	<i>The real answer according to the text</i>

What did the saleswoman suggest to the young student?	
<i>The supposed answer</i>	<i>The real answer according to the text</i>

What did everybody see?	
<i>The supposed answer</i>	<i>The real answer according to the text</i>

UNIT PLAN VIII<sup>th</sup> FORM

**GROUP WORK** Group 1

- 1) Select all the words touching **Christmas**.
- 2) Use them to make up a short description of **Christmas** celebrations.  
*Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

Group 2

- 1) Select all the words touching **Halloween**.
- 2) Use them to make up a short description of **Halloween** celebrations.
- 3) *Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

Group 3

- 1) Select all the words touching **New Year's Day**.
- 2) Use them to make up a short description of **New Year's Day** celebrations.
- 3) *Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

Group 4

- 1) Select all the words touching **Thanksgiving Day**.
- 2) Use them to make up a short description of **Thanksgiving Day** celebrations.
- 3) *Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

Group 5

- 1) Select all the words touching **Easter**.
- 2) Use them to make up a short description of **Easter** celebrations.
- 3) *Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

Group 6

- 1) Select all the words touching **Valentine's Day**.
- 2) Use them to make up a short description of **Valentine's Day** celebrations.
- 3) *Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

Group 7

- 1) Select all the words touching **All Fool's Day**.
- 2) Use them to make up a short description of **All Fool's Day** celebrations.
- 3) *Jesus Christ's birth, egg, star, tricks, jokes, valentines, pumpkin pie, tinsel, bell, basket, popcorn, Easter cake, ghost, stocking, candy cane, daffodil, jack-o-lantern, wreath, black cat, candle, broom, heart, angel, skeleton, bunny, key, cranberry, ghost, Christ's death, witch, party, midnight, new beginning, turkey, gifts, carol, champagne, laugh, fun.*

UNIT PLAN VIII<sup>th</sup> FORM

Listening activity – Text (p. 137) – Unit 5, Lesson 3 – Exercise 4, p. 73

<i>Name</i>	<i>Country/town</i>	<i>Holiday</i>	<i>School tradition</i>

**UNIT PLAN VII<sup>th</sup> FORM**