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| Stages of the Lesson\Time | Competences and Subcompetences | Objectives | Teacher’s activity | Students’ activity | Teaching and Learning Strategies. | Evaluation |
| Beginning of the Lesson(2min)MotivationWarm Up(5 min)Checking the Homework(10min)Reading(7min)Listening(6min)Spoken Interaction(3min)WritingHomework | Communicative Area. Spoken Interaction2.2.Listening to and presenting some points of view and opinions and comparing them with the students’ point of view.Presentation of their home work.3.1.Reading a text to identify its theme and main idea, characters, time and space frame.3.3.Decoding unknown vocabulary in context.3.5.Reading a text to distinguish its type. Translating sentences of average difficulty1.1.Identifying the main ideas of oral texts on an everyday life topic.1.2.Selecting and correcting information from several different parts of a text and\or from different texts to meet different tasks.2.2.Listening to and presenting some points of view and opinions and comparing them with the students’ point of view.4.5.Writing an informative essay with an introduction, body and conclusion.4.3.Supporting a point of view with relevant arguments while exchanging written messages on cultural\literary | O2-to apply knowledge on the given tasks.O1-to speak about the best sights of London.O3-to read a text for finding specific information on the topic.O2-to apply knowledge on the given tasks.O3-to speak and write some sentences about Moldova.O3-to speak and write some sentences about Moldova.O4-to compare and to find out similarities and differences. | The teacher organizes the beginning of the lesson, greets the students and names the objectives of the lesson.The teacher starts with the poem:A word is deadWhen it is saidI said it justBegin to liveA new day. By Emily Dickenson Each word has a meaning and you can associate it with a picture. If you hear the word England or London you will associate it with, what?T he teacher will ask them to present some interesting information about London.They will see the main sights of EnglandThe teacher presents the new words. After reading the students have to answer the questions to the text.Who is the main character?What did she visit first?T he teacher asks the students to find the answers to a set of questions while listening to the audio material.The teacher asks the students to name what places of interest they know.The teacher asks the students to work in group and write some sentences about the best sights of Moldova.After that the teacher will ask them to make the Venn Diagram. for finding the differences and similarities.The teacher explains their homework to write an article about Moldova. | The students get ready for the lesson and greet the teacher. London is Big Ben. Tower of London…The students will write after watching the video material the best sights of LondonT he students try to find the answers to the questions1.17052.1952.3. when the flag is on the top the queen is there.4.600 rooms5.300 clocks6.9000people8.7person9.8 dogsThe writer’s alley, Stefan the Grate….It is interesting for tourists to visit our monasteries.We will end with the quotation “There is no place like home.” | ConversationClass WorkIndividual workBig BenLondon EYETower BridgeBuckinghem PalaceTower of LondonTrafalgare SquareHyde ParkBritish MuseumWestminester AbbeyNational GalleryPicadilly CircusThe Sequence of events.Audio material.Creative thinkingGroup work. | Oral presentation.The teacher will evaluate students and their presentation of the best sights of England.The teacher will check their understanding of the text.The teacher will check the understanding of the information.The teacher will find out what the students know about the best sights in Moldova. |

***Daily Lesson Plan***

Subject: English

Teacher : Aculov Rodica

Date:

Grade: XI

Title of the Lesson: Culture and Civilization “*Beautiful England”.*

***Objectives***: The students will be able to:

O1 to speak about the best sights of London.

O2 to apply knowledge on the given tasks:

O3 to write some sentences about the best sights of Moldova.

O4 to compare and to find out similarities and differences.

*Competences and subcompetences* :

***Spoken Interaction:***2.2.Listening to and presenting some points of view and opinions and comparing them with the students’ point of view.

2.4Providing clear, detailed description of subjects related to areas of personal interest and specialization.

***Reading***: 3.1.Reading a text to identify its theme and main idea, characters, time and space frame.

3.3.Decoding unknown vocabulary in context.

3.5.Reading a text to distinguish its type. Translating sentences of average difficulty.

***Written Interaction***: 4.2.Correct spelling of words from the standard vocabulary (including words formed from other parts of speech).

4.4.Filling in forms and editing functional texts, taking into account specific norms

***Cultural:*** Comparing Moldova |England

Learning Strategies: Brainstorming, Discussion, Comparison, Group-work