

READING & WRITING TARGETS

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PROPUNERE DE CURS OPTIONAL PENTRU GIMNAZIU

(clasele a VI-a- a VIII-a – L1)

ARGUMENT

Cursul “Reading & Writing” (Student’s Book, Teacher’s Book) ofera diverse oportunitati de invatare, fiind structurat pe secvente unitare a caror continuitate este asigurata de concentrarea sustinuta asupra abilitatilor care fac obiectul cursului – lectura si redactarea unui text in limba engleza.

Avantajul acestei modalitati de organizare a materiei este organizarea atenta si eficienta a informatiei referitoare la partea de lectura propriu-zisa si la cea de producere de text cu forma fixa, astfel incat insusirea notiunilor esentiale in practicarea acestor doua activitati de invatare sa fie structurata in mod echilibrat si sa permita o acumulare gradata si temeinica a materiei de studiu.

In mod concret, cursul este conceput pe nivele de studiu, obiectivele sale depasind prin complexitate exersarea deprinderilor propuse si apropiindu-se de obiectivele specifice unui curs eterogen, in care exercitiile de lexic, gramatica si conversatie au o pondere importanta in instruirea completa a elevilor.

Un atu incontestabil al acestei propuneri pe piata materialelor educationale destinate orelor de curriculum la decizia scolii (extindere sau optional) se dovedeste, in consecinta, a fi faptul ca, departe de a fi exclusivist in concentrarea asupra unor anumite directii precise de invatare, cursul se distinge prin capacitatea sa de focalizare asupra acestor zone prioritare de interes care vor fi tratate cu seriozitate si profesionalism. Vor fi exersate abilitati de citire si intelegere a textului citit precum *skimming for gist, skimming for overall understanding, scanning, predicting a topic from visual prompts or clues, reconstructing a text, inferring, recognising word equivalences, jigsaw reading* etc.

In afara de mentionarea unor pasi concreti in construirea compunerilor literare cu forma fixa (*informal and formal letters, articles, leaflets, notices, interviews, stories, recipes, advertisements, postcards, film reviews, discursive essays, news or assessment reports* si multe altele), cursul ofera si modele concrete de astfel de texte sau structuri reunite sub titlul de “Paragraph Plans”, fapt care faciliteaza, in mod indiscutabil, intelegerea si asigura o mediere eficienta intre produsul vizat si obtinerea rezultatului scontat.

Profesorilor le va fi oferita libertatea de a selecta intre diverse sugestii de teme pentru acasa, incurajandu-si elevii sa produca texte cu care se vor intalni, cu siguranta, in diverse situatii concrete dincolo de orele de curs. Astfel, monitorizarea permanenta a elevilor va inlesni acumularea unei experiente cu adevarat utile.

Prin intregul sau format, acest curs optional prezinta avantajul ca poate completa, cu succes, orice manual selectat spre studiu, devenind un material auxiliar agreabil si instructiv.

PLANIFICARE ANUALA – CLASA a VIII-a
 “READING & WRITING”
 by Jenny Dooley & Virginia Evans
 - Level 3 -

OBIECTIVE CADRU:

1. Dezvoltarea capacitatii de receptare critica a unui text literar;
2. Dezvoltarea aptitudinilor de exprimare scrisa;
3. Cultivarea interesului pentru diverse zone ale creatiei literare;
4. Dezvoltarea capacitatii de a diferentia/ discerne intre stiluri variate de exprimare/ scriere.

OBIECTIVE DE REFERINTA	ACTIVITATI DE INVATARE:
La sfarsitul clasei a VIII-a, elevul va fi capabil: 1.1. sa identifice etapele esentiale in alcatuirea unui text literar; 1.2. sa potriveasca paragrafele dintr-un text cu ideile principale corespondente.	Pe parcursul clasei a VIII-a se recomanda urmatoarele activitati: - reconstructia unui text scris; - exercitii de alegere multipla in vederea extragerii unor reguli de compozitie a textului.
2.1. sa alcatuiasca texte de dimensiuni medii si ample pe teme prestabilite; 2.2. sa descrie persoane, locuri, evenimente.	- redactare de text; - exercitii de completare a unor fise de lucru.
3.1. sa manifeste interes critic pentru lectura; 3.2. sa isi argumenteze in mod convingator preferintele pentru unul sau altul dintre textele literare lecturate.	- exercitii de evaluare a textelor literare lecturate/ produse; - producere de discurs/ eseu argumentativ.
4.1. sa realizeze transferul unui text standard in texte apartinand unui registru formal/ informal; 4.2. sa isi realizeze propria „recuzita” de texte literare, apartinand unor stiluri diverse, in vederea dramatizarii lor.	- exercitii in perechi/ grup de parodiare a textelor date; - portofoliu literar.

TEME:

1. Incursiune in universul tehnicilor de compunere literara;
2. Aventura (auto-)descoperirii;
3. Lumea inconjuratoare cu obiceiurile si traditiile ei;
4. Aspecte culturale din spatiul american si anglo-saxon;
5. Varstele si evolutia mecanismelor gandirii in oglinda propriilor criterii critice de receptare.

CONTINUTURILE INVATARIILOR:

1. A formula argumente in vederea motivarii opiniilor personale;
2. A exprima indoileii/ sigurantei;
3. A cere si a oferi explicatii;
4. A situa anumitor evenimente/ persoane in spatiu si timp;
5. A compara circumstantele concrete in care se petrec unele evenimente;
6. A convinge publicul prin procedee oratorice;
7. A folosi stilul formal/informal in exprimarea scrisa;
8. A descrie un fenomen/ un sentiment/ un presentiment;
9. A utiliza (auto-)cenzura critica in discutarea anumitor opinii formulate de partenerii de discutie.

STRUCTURI:

1. **Substantivul** : cazul;
2. **Adjectivul** : grade de comparatie, constructii complexe;
3. **Verbul** : Past Perfect, diateza pasiva, constructii cauzative, vorbirea directa/indirecta;
4. **Prepozitia**: Phrasal Verbs;
5. **Conjunctia** : constructii idiomatice;
6. **Frazele Conditionale**: Recapitulare.

READING AND WRITING 3

Planificare anuala

No.	Unit	Content	R.O.	Hours	Week	Materials	Activities	Obs.
1.	Unit 1 – <i>Writing Strategies</i>	-recognition of style & type of writing, reading for gist/ specific information, reconstructing a text -planning a composition, techniques for beginnings/endings -linking words/phrases, error correction	1.1.					
2.	Unit 2 – <i>Everyday People</i>	- reading for gist/ specific information,	2.2.					

		reconstructing a text -an article describing a best friend -linking words/phrases, relative clauses, error correction						
3.	Unit 3 – What a Character !	- reading for specific information/ detailed understanding, recognition of style & type of writing -an article describing a favourite TV character -linking words/phrases, adjectives, error correction	2.1.					
4.	Unit 4 – From all Four Corners of the World	- reading for gist/ specific information, reading for gist -description of senses, an article describing a town -adjectives, relative clauses	3.2.					
5.	Unit 5 – Four Walls and a Roof	-reading for gist/ specific information, reconstructing a text -description of location, an article describing a famous building -the passive	4.1., 4.2.					
6.	Unit 6 – A Time to Celebrate	-reading for specific information, reconstructing a text -an article describing a celebration -formations of adjectives,	2.1., 3.1.					

		adjectives with ing/ed						
7.	Unit 7 – <i>So the Story Goes</i>	-reading for specific information/ detailed understanding , reconstructing a text - description of emotions, a 1st person narrative -tenses: past simple, past continuous, past perfect, linking words/phrases	1.2., 2.2.					
8.	Unit 8 – <i>What a Relief!</i>	-reading for gist/ specific information, identifying chronological sequence -description of weather/ atmosphere, a 3rd person narrative -adjectives/ adverbs, similes	3.1., 3.2.					
9.	Unit 9 – <i>Pros and Cons</i>	-reading for gist/ specific information, matching topics to paragraphs -techniques for beginnings/ endings, a for-and-against article -linking words/ phrases	2.1., 3.2.					
10.	Unit 10 – <i>A Matter of Opinion</i>	Reading for specific information, reconstructing a text -techniques for beginnings/endings, an article giving the writer’s opinion -linking words/ phrases	1.2., 3.1.					
11.	Unit 11 –	-reading for gist/ specific	3.2., 4.1.					

	<i>Front Page News</i>	information/ detailed information, recognition of style & type of writing -techniques for beginning reports, a news report -the passive, direct speech, relative clause						
12.	<i>Unit 12 – Making a Judgement About...</i>	-reading for detailed understanding, matching topics to paragraphs -formal/informal letters, an assessment report -linking words/ phrases, the passive, formal/informal language	2.2., 4.2.					
13.	<i>Unit 13 – Drop Me a Line...</i>	-reading for specific information, matching texts to visual prompts -techniques for beginning & ending a letter, a letter telling a friend one's news -tenses for past	1.1., 1.2.					
14.	<i>Unit 14 – We'd Love it if You...</i>	-reading for specific information, matchig topics to paragraphs -a letter of invitation to a friend, a letter of accepting/refus ing an invitation from a relative -error correction	2.1., 3.2.					
15.	<i>Unit 15 – Trouble Shared...</i>	-reading for detailed understanding, matching topics to paragraphs, reconstructing a	2.2., 4.1.					

		text -making suggestions, a letter offering advice to a relative -advice/ suggestion, cond.type 2						
16.	Unit 16 – <i>Not up to My Expectations</i>	-reading for specific information, matching topics to paragraphs, reconstructing a text, recognition of style & type of writing -formal/informal style, making complaints, a formal letter of complaint -linking words and phrases	1. 3.1 3.2 3.2					
17.	Unit 17 – <i>Job Hunting</i>	-reading for detailed understanding, reading for specific information -formal/informal style, a formal letter applying for a job -ing form, to infinitive, verbs with prepositions, prepositions	1.2 2.1 2.2 3.2 4.1.					
18.	Unit 18 – <i>With Reference To...</i>	-reading for specific information, matching text to notes -formal/informal style, a formal transactional letter requesting information -direct/indirect questions, error correction	2.1., 4.2.					
19.	Unit 19 –	-reading for specific	1.1					

	<i>Email me</i>	information, reading for gist -informal/semi- formal/formal style and emails -everyday language	1.2 2.1 2.2 3.1 3.2 4.1 4.2.					
20.	Unit 20 – <i>Leave a message</i>	-reading for specific information, reconstructing a text -formal/informal style -use of imperative, participles	1.1 1.2 2.1., 2.2 3.1 3.2., 4.1 4.2.					
21.	Unit 21 – <i>Take a Look...</i>	-reading for specific information, changing style -checking a piece of writing, an announcement, a message -use of formal/informal register	1.2 1.3 2.1 3.1 3.2					
22.	Unit 22 – <i>To all members</i>	-reading for specific information -identifying style, a memo -use of well- structured sentences	1.1 2.1 2.2 2.3					
Irregular verbs Photo File Section								