

LESSON PLAN

A. REPERE GENERALE

Școala: COLEGIUL TEHNIC GHEORGHE CARTIANU

Cadru didactic: VENIAMIN LOREDANA

DISCIPLINA: LIMBA ENGLEZA

Data : 14.11.2022

Unitatea de învățare (capitolul) : HEALTH IS BETTER THAN WEALTH

Subiectul lecției: HEALTH, ILLNESSES, 3 rd CONDITIONAL, PASSIVE VOICE

Tipul lecției: CONSOLIDARE

Durata : 50 min.

Objectives:

O1. Sa demonstreze intelegerea vocabularului legat de Sanatate, Boli si Disciplina;

O2. Sa demonstreze intelegerea Conditionalei de tip 3, si a diatezei pasive la timpul prezent si trecut;

O3. Sa foloseasca cantece pentru a exersa notiunile de gramatica invatate.

C. STRATEGII DE PREDARE-ÎNVĂȚARE

a) Metode

Expunere (exp); Conversație (cv); Explicație (expl); Problematizare (pbl); Observație (obs) etc.

b) Mijloace de învățământ

Resurse materiale (M.d.):laptopuri, tablete, telefoane smart, manual

Resurse tehnice (M.t.): YouTube, Power Point Presentation, www.liveworksheets.com, www.wordwall.net

c) Moduri de organizare a colectivului (M.O.C.): Activitate - frontală (F); individuală

WARM-UP**2 MINUTES****T-Ss/Ss-T****Aims:** to check attendance**Skill:** Speaking

T greets Ss and checks attendance.

S on duty answers.

CHECKING HOMEWORK**5 MINUTES****T-Ss/ Ss-T****Aims:** to check accomplishment of given instructions**Skills:** reading, speaking, writing**Materials:** textbook

Procedure: Ss had to write ex. 1, page 60 from their textbook. They had to solve a three-option multiple choice exercise, after looking at the text in each question. Each text refers to rules, health problems, conditional clauses.

Lead-in activity – speaking

Looking at the texts they have just read, Ss are asked to give examples of words/ phrases that refer to medicine, discipline, rules to follow, grammar structures, verb tenses. T underlines the words and phrases on the text, on the board.

ACTIVITY 1**10 MINUTES****T-Ss/ Ss-T****Vocabulary: Health, Illness: collocations****Skills:** speaking, writing**Aim:** to check understanding of words and phrases related to Health, Illness and Discipline

PROCEDURE: T announces the topic of the lesson and writes the title on the board: *Let's practise!* A projector is used in order to show a vocabulary exercise on www.wordwall.net, in which Ss have to complete the sentences with the missing words from a given list. Words

included: *suffer, feel sick, medication, make an appointment, infection, see a doctor etc.*
Examples of sentences to be completed: *I hope everything goes well and he gets better soon.; I want to get fit so I decided to take exercise.* Before solving the exercise, Ss are asked to explain each word and phrase in their own words.

The next exercise on wordwall.net asks Ss to match words and expressions to their definitions related to Discipline and rules to follow. Before solving the exercise, Ss are asked to explain each word and phrase in their own words. Examples of words and their definitions: *to do what you're told = to follow the rules that others make; to get told off = to be told that what you did was wrong etc.*

ACTIVITY 2

10 MINUTES

T-Ss/ Ss-T

Grammar – The Passive - Consolidation

Skills: reading, writing, speaking

Aims: to check understanding of The Present Simple Passive and the Past Simple Passive forms

PROCEDURE: in order to check the understanding of structures that include the Passive (Present and Past), Ss are shown a PPT Presentation, in which they are asked to complete the necessary information while it appears in the presentation. They need to refer to the way the Passive is formed, to give examples, to decide whether the person or the action is more important in structures including passives.

Ss are asked to look at exercise 3, page 54 in their textbooks and decide on how many passive sentences can they make (positive or negative), using the words given in columns. Examples: *Our house was built two years ago.; This book was written in 1492.; How many emails are sent every day? Etc.*

Ss write the sentences on the board and in their notebooks. T corrects any possible mistakes.

ACTIVITY 3

15 MINUTES

T-Ss/ Ss-T/ Ss-Ss

Grammar: The 3rd Conditional - Consolidation

Skills: listening, writing, speaking, reading

Aims: to check understanding of the 3rd Conditional; to use songs in order to practise the 3rd Conditional.

PROCEDURE: in order to check the understanding of structures that include the 3rd Conditional, Ss are shown a PPT Presentation, in which they are asked to complete the necessary information while it appears in the presentation. They need to mention: *When do we use it? How is it formed? Can you give us some examples? Can we change the order of the sentences?*

Ss are asked to solve ex. 5, page 61 from their workbooks. www.wordwall.net will be used in order to solve it. Ss have to match texts 0-5 with sentences a-f and then submit their answers. T correct any possible mistakes. Examples: *I'm sorry that I woke you up, Lily. I didn't know you were ill. – She shouldn't have rung her so early if somebody had told her about the situation.; They were late for the train. They ran as fast as they could, but missed it and had to wait for two hours. – If they'd started earlier, they wouldn't have got home so late.*

Listening – using song in order to practise the 3rd Conditional

PROCEDURE: Ss are being introduced to a song called *If it hadn't been for love* by Adele <https://www.youtube.com/watch?v=cpN11Df6fSg> . They are given a handout <https://www.liveworksheets.com/kd2796815nz> which will also be projected on the board on www.liveworksheets.com. While listening to the song, Ss are asked to solve 5 tasks, as follows: for parts 1 and 3, they have to write the correct forms of the verbs in brackets (the past participle). For the second part, they have to put the words in the right order; part 4 asks them to fill in the blanks with the missing words and the last part asks them to match the sentence halves. One student may be asked to solve all the tasks using the digital worksheet, while the others write directly on their handouts. T checks any possible mistakes and outlines the way in which 3rd Conditional sentences can be successfully used in songs.

TRANSFER (HOMEWORK SETTING) and FEEDBACK

2 MINUTES

T-Ss

Skills: speaking

Aids: Student's workbook

Aim: to provide further practice; to evaluate students' work

- Homework - Ss have to write the ex from page 61 in their textbook. Their homework will aim at checking their understanding of vocabulary, grammar and functional language structures from units 5 and 6, which were studied in the previous English classes. The vocabulary exercise deals with words belonging to health, discipline, giving instructions. Ss need to complete the sentences with the words in the list. The grammar part deals with the Past Perfect Continuous, Passive Voice, the 3rd Conditional. The functional language part asks Ss to complete the sentences with the words in the list.