

## **LESSON PLAN**

**Teacher:** Szigeti Bogdan Elena

**Grade:** IX B,E

**Level :** Intermediate

**Title of the lesson :** *Holiday Fantasy*

**Type of the lesson :** Consolidation

**Objectives:**

- to reconstruct the picture in detail following the description dictated by the teacher
- to make use of descriptive vocabulary so as to advertise a place
- to describe an imaginary holiday spot
- to present the final outcome : an advertisement

**Specific competences:** 1.3 2.4 2.3 2.1 3.2

**Skill focus:** listening, writing , speaking

**Aids:** colored paper, colored pencils

**Main Method:** the “ Group Holiday Fantasy ‘ technique

**Interaction :** group work

### **Lesson Outline**

**Warm up**

Students are asked to make a colour choice between blue and orange. They are asked whether summer or winter can be associated with one of the colours. According to their choice they will be divided into two big groups: the Blue group ( representing winter- since Blue is regarded as a cold colour) and the orange group- representing summer ( associated with light, sun heath)

**Time:**5 min

**Activity 1**

**Aim:** to check the students` listening comprehension skill

**Method:** dictation

**Description:**

The teacher dictates the sentences describing the picture to the class, allowing them time to draw what they hear. Next, students have to dictate the same sentences, in the same order to their teacher, so that the teacher can reconstruct the picture on the board.

**Specific competence:** 1.3

**Time:**10 min

**Activity 2**

**Aim:** to give practice on descriptive vocabulary

**Method:** Match type exercise

**Interaction:** frontal

**Description:**

The teacher hands on some worksheets with a match type exercise on descriptive vocabulary which students can make use of in performing their main task ( making an advertisement)

*Specific competence:*

*Time:* 5 min

### **Activity 3**

*Aim:* To describe an imaginary place so as to convince people that it` s worth visiting it

*Method:* making an advertisement

*Interaction:* group work

*Description:*

The teacher explains the task next to be performed: to make an advertisement of the place in front of them, in winter or summer time ( depending on the winter or summer group).They are suggested to consider some useful tips to make a successful ad.( highly descriptive vocabulary, catchy title, possibilities of spending time there)

The teacher will write the tips on the board.

*Specific competence:* 2.4 2.3

*Time:* 20 min

### **Activity 4**

*Aim:* to present the final outcome

*Method:* oral presentation

*Description:*

Students are asked to display their products: the advertisement all over the class. A representative of each group should present the advertisement to the other groups and the whole class will vote for the most successful one.

*Interaction:* frontal

*Specific competence:* 2.1 3.2

*Time:* 10 min

## **LESSON PLAN**

**Teacher:** Szigeti Bogdan Elena

**Grade:** X F

**Level:** Upper- intermediate

**Title of the lesson:** Telling Tales

**Type of the lesson :** Consolidation

**Time:** 50 min

### **Objectives:**

-to rewrite a fairy story in the silliest or funniest way possible

-to use their imagination in giving a modern, silly approach to classic stories

-to consolidate narrative techniques

**Specific competences:** 1.3 2.3

**Skill focus:** writing, speaking

**Aids:** Classic stories, pictures

**Methods:** rewrite a fairy story, role-play

**Interaction:** group work, individual

### **Lesson Outline**

#### **Warm up**

**Time:** 5 min

**Description:**

Students brainstorm ideas on things they associate with childhood to make mind map.

#### **Activity 1**

**Aim:** to refresh students` memories related to one classic story (The Three Little Pigs)

-to prepare students for the main task of the class, by offering them a model

**Method:** oral summary, reading

**Specific competence:** 2.2 1.2

**Interaction:** frontal

**Time:** 8 min

**Description:**

The teacher displays on the board pictures of The story “ The three little pigs” and two version of the same story( the classic and a modern one). Next, she invites two students to come to the blackboard . Each of them has to browse only one story variation. They ask each other what his story is about and the class has to depict what makes the difference between them. The twisted , distorted story may be a model for their next task.

#### **Activity 2:**

**Aim:** to give a new modern approach to a well known story

*Method:* rewrite a fairy or classic story

*Specific competence:* 2.3

*Interaction:* group work

*Time:* 20 min

*Description:*

The teacher splits up the class into 3 groups. Each group selects an envelope which contains a classic story ( *Cinderella, Little Red Riding Hood, The White Snow And The Seven Dwarfs*). If they want, they can use some bits of information from the original story, in their task to rewrite a new version in a modern , funny way.

The story will be written on colored sheets of paper, which will be displayed for the whole class.

### ***Activity 3:***

*Aim:* to read the final outcome

*Method:* Reading

*Specific competence:* 2. 2

*Interaction:* whole class

*Time:* 10 min

*Description:*

Students display their final outcome to be presented to the other groups by one representative of each group. The whole class vote for the story they enjoy the most.

### ***Activity 4: Follow up***

*Aim:* to stimulate students` creativity and practice performance skills

*Method:* writing a short dialogue and act it out

“The Ugly Sister- Cinderella Dialogue”

*Specific competence:* 1.2

*Interaction:* individual

*Time:*7 min

*Description:*

The teacher asks each student to make up a short dialogue of 4 more replies between Cinderella and her step- sister. They have to write Cinderella`s replies using their right hand and The step- sister`s with the left hand. At the end they have to act it out for their classmates.

## **LESSON PLAN**

**Teacher:** Szigeti Bogdan Elena

**Grade:** XI F

**Level:** advanced

**Title of the lesson:** My Future

**Type of the lesson:** Consolidation

**Time:** 50 min

### **Objectives:**

- To express their thoughts, dreams related to future in a letter
- To depict specific information from oral messages
- To write a short poem on the given topic

**Specific competences:** 1.1 1.4 2.4 3.2

**Skill focus:** writing, speaking

**Aids:** envelopes, paper, hands- out, dictionaries

**Methods:** letter writing “Letter to myself later”

*Poetry writing*

**Interaction:** individual, whole class

### **Lesson Outline**

#### **Warm up**

The teacher asks students to shut their eyes and imagine themselves at some time in the future-2011, to see themselves in their possible future work and home environments, to notice how they look and what they are wearing.

**Time:** 5 min

#### **Activity 1**

**Aim:** to have students materialize their thoughts related to future in a concrete form – a letter

**Method:** letter writing – “Letter to Myself Later”

**Specific competence:** 2.4

**Interaction:** individual

**Time:** 20 min

**Description:**

After the teacher brings them back into the here – and- now classroom, she explains the task they have to perform individually. Thus, each student is asked to write a 120 word letter to him/ herself at this future point ( 2011). It should start, *Dear Elder Sister/ Brother.*

#### **Activity 2:**

**Aim:** to share dreams related to their future, by reading and giving feedback to the letters` read.

**Method:** speaking, reading the letters

*Specific competence:* 3.1 1.4

*Interaction:* whole class

*Time:* 15 min

*Description:*

In turns, students read letters and get feedback from their classmates. Meanwhile, another student will write down on the blackboard some of the dreams mentioned.

***Activity 3: Follow up***

*Aim:* to develop the artistic nature of students` personality

*Method:* writing poems

*Specific competence:* 2.1

*Interaction:* individual or pairwork

*Time:* 10 min

*Description:*

The teacher writes on the blackboard the following poem pattern:

**Dream**

**R**

**E**

**A**

**M**

Students are invited to use ideas from the previous session to write the poem and then display it on the board.

At the end, students are handed on copies of a poem on dreams, to be enclosed in the envelope together with their letter and then seal the envelope.

***Dreams***

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

(from the *Dream Keeper and Other Poems* by Langston Hughes, New York, 1932)

***Dreams***

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

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## **LESSON PLAN**

**Teacher:** Szigeti Bogdan Elena

**Grade:** XII

**Level:** Advanced

**Topic:** *Films, Books, Theatre*

**Type of the lesson :** Drama- based class

**Time:** 50 min

### **Objectives:**

- to create an interactive setting, including drama component
- to provide opportunity for oral interaction
- to practice communication skills
- to understand the whole meaning of a short story and render it in a concrete situation of communication (short performance)
- to make a performance after they once have read the story
- to improvise a short drama session
- to use the English language in as expressive way as possible (intonation, mimicry, gestures)
- to express feelings of the newly assumed role

**Specific competences:** 1.2 1.3 2.4 3.5 4.2

**Skill focus:** reading, speaking

**Aids:** copies of the story to be performed, realia

**Methods:** playing drama, acting out a story on the spot, improvisation

**Interaction:** group work

### **Lesson Outline**

#### **Warm up**

**Time:** 5 min

The teacher hands on some well known lines from William Shakespeare, to lead students in the next task. After the lines have been read out, the teacher points out that this English class will be an opportunity for them to be actors, taking on new identities, with innovative entrance and exit.

*All the world` s a stage,*

*And all the men and women merely players:*

*They have their exits and their entrances;*

*And one man in his time plays many parts.*

*(As You Like It, by William Shakespeare)*

#### **Activity 1**

**Aim:** reading to speak, to act out

To help students notice the gap between what they said and what they wanted to mean (from meaning to form)

**Method:** dramatic performance



*Specific competence:* 1.2 1.3 2.4 3.5

*Interaction:* group work

*Time:* 25 min

***Description:***

The activity will be unfolded in several steps:

***Step 1:***The teacher announces the objective, stating that they will have to act out a story in a competition form. The whole class is divided into three groups, two actor teams and the jury. Each group selects a director to assign different roles to students and organize the rehearsal of their performance.

***Step 2:*** Each group is given a copy of the story: ***What Do Women want Most?*** Taken from the Collection: ***Canterbury Tales, by Jeffrey Chaucer***. Students scan the story while focusing on the plot, which will be expressed through their acting. Students do not take any notes.

***Step 3:*** The directors lead their respective groups in planning and rehearsing their performances. Students do not refer to the text; they rely on their memories for the performance of the story.

Meanwhile the jury negotiate and agree upon three – four criteria of selecting the best performance of based on the given story.

***Activity 2:***

*Aim:* to render the plot of the story in a dramatic way

- to express themselves making use of body and language

*Method:* drama

*Specific competence:* 4.2

*Interaction:* group work

*Time:* 20 min

***Description:***

Each team has 5- 7 minutes at their disposal to offer the final performance of the story. At the end the jury announces the winners, the best acting, mentioning their criteria of selection and the final score of their assessment.

*All the world` s a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts.  
(As You Like It, by William Shakespeare)*

*All the world` s a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts.  
(As You Like It, by William Shakespeare)*

*All the world` s a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts.  
(As You Like It, by William Shakespeare)*

CLASA A IX a

VOCABULARY LINK

I. Match the words/ phrases from the right with the ones they collocate with:

Example : 1-k) cool and refreshing air

- |                         |  |
|-------------------------|--|
| 1.Cool and refreshing   | a.) landscape/ scenery                   |
| 2.go                    | b.)atmosphere                            |
| 3.natural               | c.)is guaranteed                         |
| 4. breathtaking         | d.)clouds                                |
| 5.sunshine              | e.) whistling                            |
| 6.breeze                | f)an enduring/ lasting impression        |
| 7.fluffy                | g).a particular delight in               |
| 8. peaceful             | h.) the outstanding feature of the place |
| 9.escape                | i)the noisy hurry of the modern towns    |
| 10.to marvel/ wonder at | j). beauty                               |
| 11. to make             | k). air                                  |
| 12. to take             | l.) sightseeing                          |

VOCABULARY LINK

II. Match the words/ phrases from the right with the ones they collocate with:

Example : 1-k) cool and refreshing air

- |                         |  |
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| 1.Cool and refreshing   | a.) landscape/ scenery                   |
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