Anexa 1

la Nota privind crearea rețelei de resurse educaționale deschise

**Fisa de identificare RED**

**Nume/prenume autor:** MIRCEA Teodora

**Denumirea resursei educaționale propuse:**

PLAN DE LECȚIE

**Tema/scurta descriere:**

Plan de lecție cu titlul “*MOODS AND FEELINGS”. Lecția se adresează elevilor din clasa a X-a, nivel B2.*

**Scopul materialului propus:**

* didactic (de utilizat la clasă/cu elevii 🗹
* pentru elev (de utilizat de către elevi) 🞎
* de documentare pentru cadre didactice 🞎
* altele …………………………………. 🞎

**Nivel de învățământ /clasa:** a X-a

**Aria curriculară/disciplina:** LIMBA ENGLEZĂ

**Material extracurricular:** fișe de lucru, imagini

**Competențe vizate:**

* dezvoltarea competențelor de ascultare și de comunicare

**LESSON PLAN**

**Name: Teodora MIRCEA**

**School: ‘Unirea’ High School**

**Date: 9th October 2019**

**Time of lesson: from 10:00 to 10:50**

**Class: 10 B**

**Level: upper intermediate**

**No. of Students: 16**

**Textbook: *Upstream upper intermediate***

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**Lesson: *MOODS AND FEELINGS***

**Type of lesson:** revising and developing knowledge

**Skills:** listening, speaking

**Organization:** Whole Class (WhC), Individual Work (IW), Pair work (PW), Group work (GW)

**Methods:** conversation, explanation, interactive methods, exercises

**Materials:** Student’s Book, worksheets, handouts, pictures, CD, CD player

**Lesson Aims:**

* to revise and practise vocabulary connected to body language, feelings and emotions
* to match the descriptions of different kinds of therapy to the speaker
* to identify the reasons why people go to a therapist
* to develop Ss' speaking and listening skills

**Specific competences:**

**By the end of the lesson students will be able:**

* to use vocabulary expressing feelings and emotions in their own context
* to name the reasons why people go to a therapist and some types of therapists
* to use vocabulary connected to therapy in their own context

**WARM–UP**

**Aim:**

* to create a pleasant atmosphere and encourage Ss’ involvement

**Procedure:**

1. T greets Ss, asks for absentees and about Ss’ mood.
2. T has a small box in her hands and inside it there are some slips of paper (see *annexes*). On each slip of paper there is either an answer or a question. In turns, Ss have to make up a question to match the response or to give an answer for the question.

Examples: 1.How would you feel if the headmaster asked to see you?

*I would feel relaxed/ calm/ stressed/ nervous, etc.*

2. I get butterflies in my stomach.

*How do you feel when you have to speak in public?*

**Interaction:** WhC, T-Ss-T

**Timing:** 5 min.

**ACTIVITY 1 (Pre-listening activity)**

**Aims:**

* to introduce the students into the topic of the lesson
* to revise vocabulary connected to body language

**Procedure:**

1. In pairs, Ss are given a set of pictures and a list of adjectives to choose from (see *annexes*). They have to describe the people in the pictures using adjectives expressing body language.
2. When Ss have completed the task, they share their descriptions with the whole class.

**Interaction:** PW, S-S

**Timing:** 10 min.

**ACTIVITY 2 (while-listening)**

**Aims:**

* to match the descriptions of different kinds of therapy to the speakers
* to develop Ss’ listening skills

**Procedure:**

1. Ss are asked to open their textbooks on page 28 and go through the strategy box from exercise 1 in order to complete the listening task successfully. Next, they read the descriptions of different kinds of therapy (A-F), underline the keywords and suggest what they think each therapy involves.
2. Ss listen to five therapists talking about their work. While listening they match the descriptions of different kinds of therapy (A-F) to the speakers (1-5). There is one extra therapy which they do not need to use. Ss listen to the track twice. After the second playing of each speaker, T pauses the track and checks Ss' answers.

**Interaction:** IW, Ss-T-Ss

**Timing:** 15 min.

**ACTIVITY 3 (After-listening activity)**

**Aims:**

* to identify the reasons why people go to a therapist
* to be aware of the benefits of therapies
* to develop Ss’ speaking skills

**Procedure:**

1. T elicits why people might go to a therapist and what types of therapies they know. In groups of four Ss recall the reasons of going to a therapist. Then, using a spidergram, Ss with the T’s support will write these reasons on the blackboard.
2. They also discuss the benefits of therapies.

**Interaction:** GW, Ss-Ss, Ss-T-Ss

**Timing:** 20 min.

**HOMEWORK**

T asks Ss to think of some examples in which people use body language to express their feelings.

At the end of the lesson, the very active students are rewarded, praised, while the less active ones are encouraged to get more involved in the future lessons.

**Annexes**

**Warm-up: Examples of questions/responses on the slips of paper**

1. How would you feel if the headmaster asked to see you?
2. How do you feel when you have to speak in public?
3. How do you feel when you think someone is following you?
4. How would you feel if your mobile phone were stolen?
5. How does skydiving make you feel?
6. What do you do when you feel impatient?
7. How do you react when you’re embarrassed?
8. How would you feel if your favourite television programme were cancelled?
9. How would you feel if an aeroplane landed on the road outside your house?
10. How would you feel if you won a large sum of money?
11. How would you feel if an aggressive dog were following you?
12. How do you feel when you win the first prize.
13. How would you feel if your favourite football team won the World Cup?
14. How would you feel if your parents bought you an expensive brand new car?
15. How does bungee jumping make you feel?
16. How would you feel if your favourite singer kissed you?
17. How would you feel if your mobile phone were stolen.
18. How would you feel if your best friend talked behind you?
19. I get butterflies in my stomach.
20. My heart starts pounding.
21. It gives me a rush of adrenaline.
22. I begin to drum my fingers on the table.
23. My face turns red.
24. I feel very nervous.
25. I hate this dull weather, it makes me feel depressed.

**Pre-listening activity: Pictures representing people’s body language**

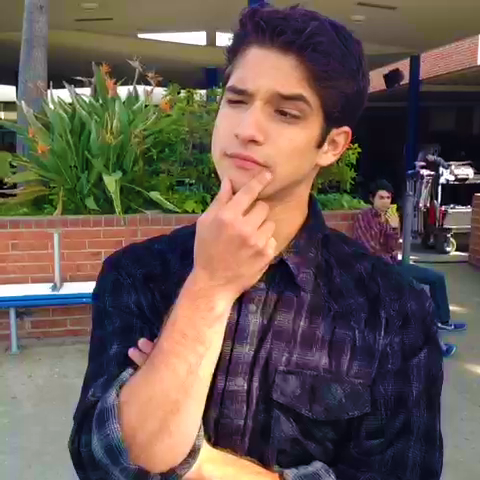
**Picture 1: hug Picture 2: pull/hair**

**Picture 3: smile Picture 4: scratch/head**

**Picture 5: yawn Picture 6: clench / fist**

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**Picture 7: frown Picture 8: stroke / chin Picture 9: bite / nails**

How do you think the people in the pictures feel?

e.g. Picture 1: The children are hugging, so they must be *happy/ pleased*.

Picture 2: ………………………………………………………………………………..

Picture 3: ………………………………………………………………………………..

Picture 4: ………………………………………………………………………………..

Picture 5: ………………………………………………………………………………..

Picture 6: ………………………………………………………………………………..

Picture 7: ………………………………………………………………………………..

Picture 8: ………………………………………………………………………………..

Picture 9: ………………………………………………………………………………..

**While-listening activity**

Listen and match the descriptions of different kinds of therapy (A-F) to the speakers (1-5). There is one extra therapy which you do not need to use.

A dealing with your problems while listening to music Speaker 1: …..

B relaxing and thinking about your emotions Speaker 2: …..

C explaining your problems to your family Speaker 3: …..

D working out your problems through films Speaker 4: …..

E discussing problems in groups Speaker 5: .….

F expressing feelings through drawing

**The audio script for the listening exercise**

**Speaker 1**

I have always found that bringing my patients together is very helpful. They realise that they are not alone and I think that it does wonders for their self-confidence. They feel like they are helping others as well as themselves and they also gain hope from seeing how the other patients improve. Working in this way gives my patients a safe environment in which they can discuss their problems with others, and that, after all, is what therapy is all about.

**Speaker 2**

This type of therapy is based on the idea that people can visualize and create things from their thoughts and emotions. Patients who have problems putting their problems into words can often express themselves by painting or drawing. I find that it works especially well with children but it can be used with patients of any age. It is really a journey of self-discovery, as the patients relax and learn more about themselves from the pictures that they create.

**Speaker 3**

We live in a busy and stressful world and many of us have no time to think about how we feel. Avoiding our emotions though, only leads to bigger problems in the end. I think that the best thing I can do for my patients is to teach them how to relax and think about their lives. By letting themselves go and focusing on who they really are, my patients find that they feel more alive. This can help them deal with problems at work or at home and lets them really live life to the fullest.

**Speaker 4**

It may sound strange at first. Certainly when most people go to take in the latest blockbuster, they don’t think of it as therapy. For many of my patients, though, it can lead to a real breakthrough. They find that they can really connect with the characters and plots and this can give them inspiration and hope when it comes to dealing with real life. Whatever problems my patients have, I find that I can almost always recommend something on the big screen that will help them to look at their life in a new way.

**Speaker 5**

The beauty of this form of therapy is that you can do it anywhere. On the way to work, in the gym, or at home. It can help us to relax, improve our mood and reduce stress. I call it the Mozart effect but of course the composer or performer doesn’t really matter. The important thing is to find a piece that creates an emotional response in the patient. It’s amazing what a great effect a simple, everyday activity like this can have.

(Bob Obee, Virginia Evans - Upstream Upper Intermediate B2+, Student’s Book, Express Publishing House, EU, 2003:241)

**KEYS**

**Pre-listening activity**

How do you think the people in the pictures feel?

e.g. Picture 1: The children are hugging, so they must be *happy/ pleased.*

Picture 2: He is pulling his hair, so he must be *angry*.

Picture 3: They are smiling, so they must be *happy/ pleased.*

Picture 4: He is scratching his head, so he must be *unsure/ confused.*

Picture 5: The baby is yawning, so she must be *tired*.

Picture 6: She is clenching her fist, so she must be *angry.*

Picture 7: She is frowning, so she must be *confused.*

Picture 8: He is stroking his chin, so he must be *thoughtful.*

Picture 9: She is biting her nails, so she must be *worried/ angry/ impatient.*

**While-listening activity**

Speaker 1 → E (discussing problems in groups)

Speaker 2 → F (expressing feelings through drawing)

Speaker 3 → B (relaxing and thinking about your emotions)

Speaker 4 → D (working out your problems through films)

Speaker 5 → A (dealing with your problems while listening to music)

Extra therapy: C

**After-listening activity**

Why do people go to a therapist?

Suggested answers:

Therapy offers people support when they

* are going through difficult times
* have difficulties at work/ school
* feel depressed, worried, shy, stressed, sad
* have eating disorders
* have attention problems, learning problems
* have an illness
* have family troubles: divorce, death of a loved one
* get rid of a vice, a bad habbit
* want to bulid their self-confidence
* find difficulties in making friends, etc.