

**Fișa de identificare RED****Nume/prenume autor:** PINTILIE Tünde**Denumirea resursei educaționale propuse:**

COMPACT SPACES

**Tema/scurtă descriere:**

Planul de lecție este elaborat pentru predarea și exersarea unor conținuturi noi de vocabular, în strânsă legătură cu viața de zi cu zi, cum ar fi; cuvinte legate de casă, locuință și alte spații de locuit, fiind parte a *Unității de învățare 3 - Four Walls*, din manualul *Life – Advanced*, ed. National Geographic Learning.

Totodată planul de lecție urmărește să antreneze elevii în discuții și promovează gândirea critică.

Planul de lecție include materialele necesare orei, atât fișele de lucru cât și link-le de unde se pot descărca materialele pentru exercițiul audio și video.

**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:** C1 /clasa a XI a, a XII a**Aria curriculară/disciplina:** Limbă și comunicare / Limba engleză**Material extracurricular:** **Competențe vizate:**

- fixarea și exersarea noțiunilor de vocabular
- dezvoltarea gândirii creative/critice
- încurajarea elevilor de a lucra pe grupe

## LESSON PLAN

**Type of lesson:** acquiring new information

**Level:** Advanced

**Lesson:** *Compact Spaces*

**Textbook:** Life – advanced, National Geographic Learning

**Teacher :** Pintilie Tünde

**School:** “Unirea” Highschool

**Skills:** speaking, listening

**Teaching techniques/methods:** conversation, exercises, explanation, interactive methods, games, IW, WHC PW, GW, TW

**Materials:** - whiteboard, projector, Internet, laptop, worksheets, pictures, CD

**Multiple intelligences involved:** verbal – linguistic, interpersonal, logical – mathematical, visual – spatial,

**Specific competences - by the end of the lesson students will be able:**

1. to listen for specific information
2. to talk about compact spaces
3. to use some new vocabulary

**Lesson Aims:**

1. - to encourage students' involvement
2. - to brainstorm the idea of compact spaces
3. - to develop students' creative thinking
4. - to improve students' listening skill
5. - to practice and develop students' speaking skill

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### **ACTIVITY 1 Warm –up**

**Aim:** - to encourage students' involvement

**Procedure:**

1. T. greets Ss., asks for absentees, and asks about Ss. mood.

2. **Hot Seat – Game (Annex 1)**

In this game, the Ss are split up into two teams. One member from each team sits facing the group. The T. holds up a word (or writes it on the board) for all of the team members to see, except for the two players on the hot seats. The teams must try to get the person on the hot seat to guess the word or phrase. The *student* who guesses the word correctly wins a point to his/her team, and then a new member from each team takes a sit on the hot seat. The team which guesses first the most words is the winner.

3. T. informs Ss about the aim of the lesson.

**Interaction:** T-Ss-T, Ss-Ss, TW

**Timing:** 5'

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### **ACTIVITY 2**

**Aim:** to brainstorm the idea of compact spaces

**Procedure:**

1. T. writes on the blackboard the title of the lesson Compact Spaces. T. and Ss discuss the idea of compact space and make a list of advantages and disadvantages why to live in a small house.

Legend: WHC- whole class; IW-individual work; PW – pair work; GW – group work; TW – team work;  
T. –teacher; Ss – students; S – students; SB – student's book, WB – workbook; TB – teacher's book

Here are some questions that will be discussed. Do you live in a compact space? How many rooms are there in your house?/ Do any of the rooms have more than one function? / Have you ever been in a small house? / How was it? Think about advantages of living in a small place. Think about disadvantages of living in a small place.

2. After T. and Ss have discussed all these things. T. tells Ss that they are going to find out more about compact spaces.

**Interaction:** PW, T-Ss-T

**Timing:** 7'

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### ACTIVITY 3

**Aim:** - to develop students' creative thinking

**Procedure:**

1. T. gives Ss two pictures. (Annex 2). T. asks Ss to take a few minutes and discuss/describe the 2 pictures in pairs. After that Ss are asked to present their ideas to the class. T. plays the CD (the recording can be downloaded from <https://www.ngllife.com/content/students-book-and-workbook-audio>) and Ss will find out if they were right about the pictures.

2. T. asks Ss to answer a few questions according to what they have just heard.

What kind of home is in the first picture?

Do you know anything about dolgans? T. gives further information about the dolgans.

Where is the second home? What is so interesting about the second picture?

3. T. plays the Cd again and this time asks Ss to listen carefully and underline the correct option to complete the sentences from the handout. (Annex 2)

4. T. and Ss check for the correct options.

5. Ss have to read the text from ex 2 and find synonyms for the words. (Annex 2)

6. Ss. have to say a sentence with each word.

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

**Timing:** 15'

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### ACTIVITY 4

**Aim:** - to improve students' listening skills

**Procedure:**

1. T. tells Ss that they are going to watch a short video about the second home. They have to pay attention because in the end they have to answer a few True/False questions. The video can be found on YouTube <http://www.youtube.com/watch?v=WB2-2j9e4co>

2. True/ False questions. (Annex 3)

**Interaction:** T-Ss, IW

**Timing:** 15'

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### ACTIVITY 5

**Aim:** - to practice and develop students' speaking skill

**Procedure:**

1. Ss have to work in pairs and discuss about what they liked/didn't like about Gary's home. Finally they have to come up with a list and have a discussion as a whole class.

2. They also have to use at least two words from the previous exercise.

**Interaction:** GW

**Timing:** 8'

**HOMEWORK:** Exercise 1, 2 from the 2<sup>nd</sup> handout

Legend: WHC- whole class; IW-individual work; PW – pair work; GW – group work; TW – team work; T. –teacher; Ss – students; S – students; SB – student's book, WB – workbook; TB – teacher's book

## Annex 1 – HOT SEAT –game words

|               |
|---------------|
| HOUSE         |
| SMALL         |
| FLAT          |
| FURNITURE     |
| ROOM          |
| COMPACT SPACE |

## Annex 2 - COMPACT HOUSES - handout

### 1. Read the following sentences then choose the correct option.



1. Jonas Wilfstrand is a specialist in *small holiday homes/the efficient use of space*.
2. An increasing number of people *would like to own/are curious about* smaller homes.
3. Dolgan homes consist of *one room/a communal space and a bedroom*.
4. The Dolgan need to move house easily because of *the weather/their animals*.
5. In Gary Chang's apartment you can *move/fold away* the walls.
6. The interviewer *dislikes/has mixed feelings* about Chang's apartment.

### 2. Read the following text:

**Presenter:** Welcome to *Grand Architecture*. We're changing focus completely today and looking at small homes. I'm very pleased to welcome Swedish architect Jonas Wilfstrand, who specialises in the design of compact living spaces. I've been looking at some of these on your website, and I must say some of them are absolutely stunning. I really liked the timber and glass vacation house with the built-in sauna. Is this a trend we're seeing, Jonas, for smaller homes?

**Jonas Wilfstrand:** I don't think it's really a trend in the sense that lots of people are wanting smaller homes, but I think there *is* definitely more interest in them. In a lot of places, dwellings are small from necessity – people are either incredibly short of space or they simply can't afford a bigger house.

**P:** And where have you taken your inspiration from? Where did you look for ideas?

**J:** Well, there were two homes in particular that got me interested in this. One was the houses of the Dolgan people in central north Russia, who live a lot of the year in freezing temperatures, as low as minus 40 degrees. Their houses are shaped a bit like a sugar cube and extremely basic – just a single room with two or three beds, a table and a stove. They're constructed from wooden frames and reindeer skins, which is a great insulator. The Dolgan are nomadic people who tend reindeer, and when it's time to find new feeding grounds, they move house, quite literally. Their houses are on sled runners and they get pulled along by the reindeer to the next stop.

**P:** Why did these Dolgan houses impress you so much?

**J:** Well, several reasons: their mobility, the way the Dolgan use only readily available materials, and the fact that they're just so simple. They were what got me thinking about the whole concept of more compact living.

Legend: WHC- whole class; IW-individual work; PW – pair work; GW – group work; TW – team work; T. –teacher; Ss – students; S – students; SB – student's book, WB – workbook; TB – teacher's book



**P:** And you mentioned another home that inspired you.

**J:** Ah yes, that's not at all simple. It's the apartment of an architect in Hong Kong. As you probably know, space is at a premium in Hong Kong. It's a really overcrowded city. Gary Chang lives in a tall apartment block in a flat that's only 32 square metres. And he used sliding walls – partitions – within the flat to be able to transform it into a living room, a kitchen, a library, a bedroom; in fact, he claims he can have 24 different rooms in all. He entirely rethought the way we arrange living space – I thought it was wonderfully innovative. There are some great photos of it on his website. Here's one ...

**P:** It looks distinctly cramped to me, but very stylish.

**3. Find synonyms from the text for the following words:**

1. wooden =
2. spectacular =
3. houses =
4. small =
5. gliding =
6. heat – proofing =

**4. Write True (T) or False (F) next to the statements.**

1. Gary states that Hong Kong is even more expensive than Paris or Monte Carlo.
2. His home is 360 square feet. (32 square metres)
3. Initially the apartment had three rooms.
4. The laundry is behind the TV.
5. He hasn't got enough storing space.
6. When everything is put aside, there's a 118 feet area empty space.
7. The main idea of the mirror from the ceiling is to hide the tracks.
8. He can use his mobile to control a lot of appliances.

**Annex 3**

The image shows a presentation slide with a light yellow background and a dark border. The title 'True/False' is centered at the top in a bold, black font. Below the title is a list of eight numbered statements. Each statement is followed by a small green 'T' or red 'F' indicating its truth value. The statements and their truth values are: 1. Gary states that Hong Kong is even more expensive than Paris or Monte Carlo. T; 2. His home is 360 square feet. (32 square metres) T; 3. Initially the apartment had three rooms. T; 4. The laundry is behind the Tv. F; 5. He hasn't got enough storing space. F; 6. When everything is put aside, there's a 118 feet area empty space. F; 7. The main idea of the mirror from the ceiling is to hide the tracks. T; 8. He can use his mobile to control a lot of appliances T.