

la Nota privind crearea rețelei de resurse educaționale deschise

### Fișa de identificare RED

**Nume/prenume autor:** PINTILIE Tünde

**Denumirea resursei educaționale propuse:**

*Just for the health of it!*

**Tema/scurtă descriere:**

Planul de lecție este realizat pentru activități de exersare, fixare și aprofundare a elementelor de vocabular și expresiilor idiomatice dobândite anterior, pe parcursul orelor de curs, cu referire la unitatea 3 – *"Just for the health of it!"*, din manualul Close – up, Advanced, ed. National Geographic Learning.

De asemenea planul include materialele necesare orei, materiale special elaborate pentru această lecție, cum ar fi: un rebus elaborat doar cu elemente de vocabular, întâlnite în acest capitol; exerciții și prezentare ppt cu expresiile idiomatice întâlnite tot în acest capitol

**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 XII-a

**Aria curriculară/disciplina:** Limbă și comunicare / Limba engleză

**Material extracurricular:** ☐

**Competențe vizate:**

- fixarea și exersarea noțiunilor de vocabular și a expresiilor idiomatice
- utilizarea terminologiilor în redactarea unui text scurt

## LESSON PLAN

**Type of lesson:** Vocabulary revision

**Level:** Advanced

**Lesson:** *Just for the health of it!* (Unit 3)

**Textbook:** Close -up – advanced,

National Geographic Learning

**Teacher:** Pintilie Tünde

**School:** “Unirea” National College

**Skills involved:** speaking, writing

**Teaching techniques/methods:** conversation, exercises, explanation, games, WHC, PW, GW, TW, IW, creative thinking and writing

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

**Materials:** - whiteboard, student’s book, laptop, projector, video, worksheets, pictures, ppt. presentation, A3 sheets of paper, A4 sheets of paper, flipchart sheets, flipchart markers, blue-tech

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

1. to use all previously acquired vocabulary items
2. to define the meaning of some words
3. to share ideas and write a short story

**Lesson Aims:**

1. to introduce the topic of the lesson and assure student’s accommodation to the English class
2. to practise and reinforce the previously acquired vocabulary
3. to develop student’s creative thinking and use previously acquired vocabulary

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### ACTIVITY 1 Warmer

**Aim:** to introduce the topic of the lesson and assure Ss accommodation to the English class

**Procedure:**

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

2. T. gives Ss slips of paper. There are words and their synonym on the slips of paper (**RAVAGE, OBLIVIOUS, BEWILDERMENT, BONY, UNDERNOURISHED** - **damage badly, unaware, confusion, so thin that your bones show, underfed**). Ss have to walk around the classroom and find the pairs. When they have found their pairs they sit next to each other and in turns they read the out loud the words.
3. T. asks Ss to read their homework and correct the mistakes, if any.
4. T. informs Ss about the aims of the lesson.

**Interaction:** T – Ss – T, Ss – Ss, WHC

**Timing:** 10'

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## ACTIVITY 2

**Aim:** to practise and reinforce the previously acquired vocabulary

**Procedure:**

1. T. gives Ss. a handout with a crossword (*Annex nr.1*). T. asks children to do the crossword in pairs. The crossword was created by the teacher and includes vocabulary items from the previous lessons.
2. T. pins up a flipchart paper on the board and they check the answers together.
3. T. divides the class in two groups. T. gives each S. a slip of paper, on half of the papers is written the word **BODY** whereas on the other half **PARTS**. Ss. form two teams; **Body** and **Parts**. T. shows a ppt. presentation (*Annex nr. 2*). There are some parts of the body on the slides. Ss. have to recognise the part of the body and associate the idiom with that body part. The group which knows all the idioms is the winner.

**Interaction:** T –Ss – T, TW

**Timing:** 15'

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## ACTIVITY 3

**Aim:** to develop student's creative thinking and use previously acquired vocabulary

**Procedure:**

1. T. splits the class in three groups.
2. T. gives each group 5 - 9 words and an idiom, the words are written on slips of paper. (**UNDERNOURISHED, SCATTY, SEASICK, GAUZE, GET COLD FEET, FIGHT OFF, FEVER** ) Ss. have to write a short story using all the 9 words and the idiom. Ss also have to make a drawing of the story.
3. When Ss. are ready each group will present the story and their drawing of the story.
4. If there is enough time left and the Ss want they can also act out the story.

**Interaction:** GW

**Timing:** 25'

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**Complete the following crossword and you will find out the hidden words in the red line.**

			1								
2											
			3								
		4									
	5										
				6							
			7								
			8								
	9										
				10							
11											
	12										
	13										
	14										
		15									
	16										

1. thick, solid piece of sth

2. make pain or a bad feeling go away or become less

3. thin cotton cloth used for covering injuries like cuts and wounds

4. rather weak in health

5. absent-minded and disorganised

6. get better

7. violent and uncontrolled emotion

8. a stupid or careless mistake

9. a blue, brown or purple mark on your skin that appears after you have fallen or been hit

10. a high temperature

11. suffering from a mental illness that makes sb stop eating

12. nauseous from the movement of a boat

13. full of feeling

14. having lost too much water from your body

15. state of not being able to think or speak clearly, usually because of fever

16. a medical condition in which sb cannot remember things

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			<sup>1</sup> C	<b>H</b>	U	N	K			
<sup>2</sup> R	E	L	I	<b>E</b>	V	E				
			<sup>3</sup> G	<b>A</b>	U	Z	E			
		<sup>4</sup> D	E	<b>L</b>	I	C	A	T	E	
	<sup>5</sup> S	C	A	<b>T</b>	T	Y				
				<sup>6</sup> H	E	A	L			
			<sup>7</sup> H	<b>Y</b>	S	T	E	R	I	A
			<sup>8</sup> B	<b>L</b>	U	N	D	E	R	
	<sup>9</sup> B	R	U	<b>I</b>	S	E				
				<sup>10</sup> F	E	V	E	R		
<sup>11</sup> A	N	O	R	<b>E</b>	X	I	C			
	<sup>12</sup> S	E	A	<b>S</b>	I	C	K			
	<sup>13</sup> E	M	O	<b>T</b>	I	O	N	A	L	
	<sup>14</sup> D	E	H	<b>Y</b>	D	R	A	T	E	D
		<sup>15</sup> D	E	<b>L</b>	I	R	I	U	M	
	<sup>16</sup> A	M	N	<b>E</b>	S	I	A			

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*Annex nr.2 – PPT – idioms with body parts*

**Slide 1**



HAVE A CHANGE OF HEART

**Slide 2**



BITE SB'S HEAD OFF

**Slide 3**



GET COLD FEET

**Slide 4**



BE AT EACH OTHER'S THROAT

**Slide 5**



SHOUT AT THE TOP OF YOUR LUNGS

**Slide 6**



KEEP YOUR CHEEN UP

**Slide 7**



TURN A BLIND EYE

**Slide 8**



BE ON THE TOP OF YOUR TONGUE