

LESSON PLAN

Unit 7 – *Fit for Life*

Name: SABĂU Laura-Stanca

Class: 11 E

School: UNIREA High school

Grade: advanced

Date: 2nd May 2018

No. of students: 11

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

Textbook: *Upstream Advanced C1* Unit 7

Lesson: **IDIOMS & FIXED PHRASES**

Type of lesson: acquiring new information

Skills: vocabulary

Didactic strategies: IW, WhC, PW, GW conversation, exercises, explanation, interactive methods, games

Materials: - board, SB, pictures, worksheets

Multiple intelligences involved: verbal – linguistic, logical – mathematical

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

1. to share ideas and participate in a classroom discussion
2. to define the meaning of some idioms and fixed phrases with *under*
3. to use the newly acquired idioms and fixed phrases in different contexts

Lesson Aims: 1. to encourage Ss involvement thinking

2. to introduce new idioms and phrasal verbs with *under*
3. to develop Ss creative thinking
4. to reinforce the new vocabulary acquired

ACTIVITY 1 : Warm-up: Word-Chain

Aim: - to encourage Ss involvement

Procedure:

1. T greets Ss, asks for absentees, asks about Ss' mood.
2. T says in her mind the alphabet and asks one student to stop her. Then, she asks the student to her right to say a word, related to health, starting with the letter she had when she was stopped. The next student to the right has to say a word related to health starting with the last letter of the previous word. The student that cannot say a word, is out. The activity continues until there is only one student left – the winner.
3. T. tells Ss that they are going to learn about idioms fixed phrases related to health.

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

Timing: 10'

ACTIVITY 2:

Aim: to introduce new idioms

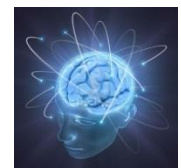
Procedure:

1. T divides Ss in 4 groups of 3 and gives each group an envelope containing 10 slips of paper with 10 idioms with a word missing from each idiom and 10 pictures representing the missing words. T asks Ss to match the sentences with the pictures. While Ss work, T sticks on the board the same 10 sentences – one under the other. In a parallel column, T sticks on the board 10 pictures, representing the missing words from the idioms:

- Some people seem to **be over the** _____ at thirty.
 - John will have to stay at home until the doctors **give him a clean** _____ **of health.**
 - His arm is all _____.
 - You may feel sick now, but after a few days of rest and plenty of liquids you'll **be fit as a** _____.
 - I **had** terrible _____ **in my stomach** before I gave that speech in Venice.
 - After exams, we **kicked up or** _____ and had a really good party.
 - She _____ **the life out of me** shouting like that.
 - If you **were sound** _____ and _____, you wouldn't do that.
 - You need to **have nerves of** _____ to be a fighter pilot.
 - He was taught at school to **keep a stiff upper** _____ whatever happens.
- T and Ss form together the correct idioms.



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2. T gives Ss the definitions of all 10 idioms, leaving out the idioms. The Ss have to complete the definitions with the correct idioms.

- If you are too old (for sth), you _____.
- If you are examined by sby and they state you are healthy, you _____.
- If you are bruised, you _____.
- If you are in a good health, you _____.
- If you feel very nervous, you _____.
- If you go to parties and celebrate, you _____.
- If you make someone feel very frightened , you _____.
- If you are both mentally and physically fit, you _____.
- If you have steady nerves, you _____.
- If you do not let unpleasant things upset you, you _____.

T and Ss check.

3. T gives Ss a set of 10 gapped-sentences, which Ss have to complete with the correct idioms.

- You're only fifty! You're not _____ yet.
- Of 30 countries inspected for airline safety , only 17 were given a _____.

- "Are you sure you can climb all these stairs, Grandpa?" "Of course, I am _____."
- As she walked on stage, she had _____.
- Even though he was only 3 years old, Jonathan kept _____ the whole time he was recovering from his surgery.
- I was scared to death, but Fred, who has _____, faced the things bravely.
- After the accident, he was all _____.
- I finally got the promotion, so I am _____ and go to celebrate.
- He _____, showing up out of nowhere.
- This crime could have been committed only by someone who is not of _____.
- T and Ss check.

Interaction: T-Ss-T, Ss-Ss, GW, WhC

Timing: 20'

ACTIVITY 3

Aim: to introduce new fixed phrases with *under*

Procedure:

1. Running dictation: T has prepared in advance 5 slips of paper containing 5 sentences with the fixed phrases:

- I think she coped really well, under the circumstances.
- Jack is under suspicion of being one of the bank robbers.
- Under normal conditions, Jack doesn't go to work by bus, but his car is being repaired, so he doesn't have a choice.
- You cannot drive because you are under age.
- He has been under pressure at work, lately, due to all the deadlines.

2. T sticks these slips of paper on different parts of the classroom.

T divides the class in 3 groups. Each group chooses a writer – the one that does the writing -, the other Ss being the runners. The runners go one by one to the slips of paper, turn them, read and memorise the sentences and then come and dictate them to the writer.

After all the groups have all the sentences, the whole class checks.

3. Defining the meaning of the phrasal verbs. Based on the sentences which contain the phrasal verb, Ss can deduce the meanings.

4. Folding story: T asks Ss to prepare a sheet of paper and tell them they are going to write a story. Tell the Ss that they are going to write a story by completing sentences and following instructions, folding and passing the paper after each paragraph:

- It was a nice, warm spring afternoon. Sam was going home after a long and hard day at school, Under normal conditions, he would have (write what he would have done)
- However, that day, Sam called Annie, his girlfriend, to ask if she wanted to go to a club. Annie accepted gladly because she had been under pressure at school because of (write why)
- The two met at around 10:00 and decided to go to the new club. When they got there, they were not allowed to get in because they were under age. So they decided to (write what they did)

- Out of nowhere, a masked man appeared and held them up at gunpoint asking them (write what they were asked)
- They were very scared but, under the circumstances, Sam (write what he did)
- Later, they discovered that the masked man was, in fact, wanted by the police, being under suspicion of having (write what he was investigated for)

Interaction: T-Ss-T, Ss-Ss, GW, IW, WhC

Timing: 20'

Homework

Ex. 8b/p. 150 and ex. 9/150 from SB

Next lesson

Phrasal verbs