



Erasmus+



# ONLINE ESL INTERDISCIPLINARY LESSONS

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*“ STOP ESL! START INTERDISCIPLINARY EDUCATION FOR FUTURE!”*



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### **Editor's Note**

Early School Leaving (ESL) is a major problem in many European Union (EU) countries and a multitude of factors are taken into account in the effort to limit it. School teachers can contribute in this direction, wielding the mean they can use best: education. That is why we planned, implemented, and propose a number of teaching lesson plans, which are freely available to all colleagues interested in tackling this important issue.

The proposed plans can be adapted easily to satisfy the peculiarities that render each school different. They have been grouped together in thematic blocks according to their subject matter and/or the cognitive areas covered (basic skills, social and life skills, foreign language learning, and technology). All lesson plans are the result of cooperation among the participating teachers from partner schools in the project and have been tried in class. The common denominator that binds them together is the use of cooperative learning which aims to foster a sense of belonging in students so that the chances of dropping out of school can be reduced.

Our reasoning is based on the supposition that children love what they can be good at. As a result, teaching should aim beyond the pursuit of knowledge and offer all students the opportunity of experiencing success. This could act as yet another motive for them to stay in school and even view it as second home.

# **CONTENT**

- 1. SPANISH SECTION**
- 2. GREEK SECTION**
- 3. LITHUANIAN SECTION**
- 4. ROMANIAN SECTION**

# 1.SPANISH SECTION

## ENVIRONMENT LESSON PLAN 1

**Class:** 6

**Date:** 21.11.2019

**Subject:** Air pollution

**Goals:**

- Learning to learn
- Motivate yourself for successful learning;
- Controlling your learning: using feedback information, setting learning goals, organizing learning activities.

**Communication**

- Selects and summarizes information according to given criteria;
- Ability to agree, share ideas with others;
- Communicate, clarify and create meanings by purposefully using communication tools;
- Use verbal and non-verbal strategies to be understood and understood by others;

**Cognition**

- Seeks and examines information;
- Thinks systematically, logically, summarizes and reaches valid conclusions;
- Raises problems and questions, selects and applies various problem-solving strategies, seeks reasonable answers;
- Critically thinks and values various sources of information, alternative approaches.

**Lesson Type: Mixed.**

Methods: Learning how to work in a team: discussing, making decisions.

- In simple experiments, we are able to observe particulate matter, the effects of acid rain, and the bioindicator - wall yellow lichen.
- Identify sources and materials of air pollution and other objects.
- We are able to describe the significance of air pollution to dead and living nature.
- Formulate issues of concern and topic and seek answers together.
- Critically evaluate our own and classmates' responses.
- Tactically make notes.
- Self-evaluation. What are we doing? What should we be interested in?

**Tools:** Notebooks, pens, leaflets, textbooks (Edvardas Baleišis and others. Eureka 6. Textbook for Grade 6 - Part II)

**Accessories:** Laboratory utensils, household materials, spruce needles, yellowing wall, vinegar solution, baking soda.

**The course of the lesson:**

**Introductory part:** getting students interested, finding out their experiences, announcing the lesson problem Methods, time

I explain the purpose and objectives of the lesson and its evaluation.

I give you a hint - a sliced apple. I ask to compare the structure of the apple and the Earth.

I ask to graphically depict the chemical composition of the Earth's atmosphere (breathable air).

2 min

Works in small groups. Examine the apple, peel the atmosphere. Expresses observations. 3 min

Works in small groups. Colored pencils to color the shape of a balloon. Comments on his own work and that of his friends. 10 min

Active teaching and learning:

tasks to achieve the learning task Methods, time

Ask me to filter out 2 spruce needles soak (particulate test). I ask you to formulate hypotheses and conclusions.

I demonstrate the interaction between vinegar solution and calcium carbonate - an analogy of the effect of acid rain. Ask for examples of how acid rain affects living and inanimate objects.

I am demonstrating a fragment of a wall yellow lichen, a bioindicator of sulfur oxides, and asking for hypotheses to identify the environments in which it can be observed. Thinks, experiments, talks and makes decisions in groups. It talks about ways, causes, consequences of air pollution. The correct group answers are marked on the board.

### **Summary:**

assessment, self-assessment, reflection Methods, time

After discussing each task individually, the participants of the group self-evaluate

I invite you to share the thoughts that emerged during this lesson:

- Interesting thoughts
- how well you worked in the group
- What succeeded
- What was harder to succeed

**Homework assignments.** In conclusion, I appreciate the ideas expressed. I convert points (for the right answers) into points and evaluate group members. Makes a decision. Records. Comment.

10 min

## ENVIRONMENT LESSON PLAN 2

**Class:** 1

**Date:** 26.11.2019

**Subject:** Colours

**Goals:**

- Explore the concept of chromatography using theoretical material, together with the teacher.
- Using a chromatographic method, working in groups, finding out and writing down the colors of the felt-tip pens.
- Make 1-3 butterflies by pairing using chromatography.

**Lesson Type:** Mixed.

**Methods:** Use a chromatographic method to determine the color mix of felt-tip inks and apply this method to a butterfly.

**Tools:**

8 color pens, measuring glasses, paper coffee filter, water, wooden skewers, chenille wire rods (for butterfly making).

**The course of the lesson:**

1. We cut a narrow (~ 2 cm) strip of paper from the coffee filter.
2. We placed a colored dot on the lower edge of the strip with a felt tip pen.
3. Add 10 ml of water to the beaker.
4. Turn the tape over the wooden skewer and place it on the sides of the glass container so that the edge of the glass only touches the surface of the water.
5. We waited for 2 minutes and watched.
6. Dots of each color spread along the paper to one or different color inks.



## **Results**

Following the experiment, we observed the following patterns (see Appendix 1, "Dye Chromatogram"):

- The color of the green felt-tip pen has changed to blue and yellow;
- Black - to blue, yellow, red;
- Brown - to blue, yellow, red;
- Purple - into pink and blue;
- Red, blue, yellow remain unchanged.

## **Conclusion:**

All felt-tip paints come in three basic colors: blue, yellow, red.

We have noticed the same in art lessons: all colors are available in these three basic colors.

Preparation of butterflies by chromatography:

1. We cut the disc out of the paper filter.
2. In the middle of it we drew a circle of the desired color (black, brown, purple, green).
3. We twisted the circle and dipped its tip into the water
4. The plate was colored in various colors for chromatography.
5. We folded the circle with the harmonica.
6. Tie a colored rod of chenille wire in the middle.
7. We have a butterfly!

Footage [https://www.youtube.com/watch?v=yvpCy-IjK5E&feature=em-share\\_video\\_user](https://www.youtube.com/watch?v=yvpCy-IjK5E&feature=em-share_video_user)

## ENGLISH LESSON PLAN

Class: 5

Date: 9, 10.11.2019

Subject: Let's learn English fun

- To define theoretical basis of the process of teaching a foreign language.
- To describe the importance of games and music in teaching young learners.
- To describe practical enjoyable ways of activities of teaching speaking and listening in the primary classroom.

Lesson Type: Mixed.

- Methods:  
Listening and doing, listening and repeating, listening and drawing a route  
(see appendix 1)
- Drawing, colouring in, cutting out, making things (see appendix 2)
- Playing pretend games (drama) with masks, puppets, toys  
(see appendix 3)
- Simple vocabulary jigsaws (see appendix 4)
- Chants/rhymes for vocabulary, stress and intonation (see appendix 5)
- Songs

### **The course of the lesson:**

#### **Theoretical Aspects of the Process of Teaching Young Learners**

Teaching young learners is quite a hard task for foreign language teachers unless they are equipped with the knowledge suitable for the subject group. To be able to present the necessary subject in the classroom adequately, teachers should be able to keep in mind many aspects concerning young learners, such as age, material, interest, level, intelligence, time, and physical conditions in the classroom.

#### **Characterization of the age group**

The age of the students plays an important part in choosing how and what to teach. The age determines different needs, competences, and cognitive skills peculiar to certain age groups. Teaching English to young learners also has its own peculiarities. J. Harmer points out that young children learn differently if compared with older children, adolescents and adults. He singles out the following points:

- Children respond to meaning even if they do not understand individual words;
- Children often learn indirectly rather than directly – they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught;
- Children’s understanding comes not just from explanation, but also from what they see and hear and have a chance to touch and interact with;
- Children display an enthusiasm for learning and a curiosity about the world around them;
- Children have a need for individual attention and approval from the teacher;

- Children are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom;
- Children have a limited attention span. Activities should be extremely engaging, otherwise they can easily get bored, losing interest after a few minutes (Harmer, 2001, 38).

M. Slattery and J. Willis characterize children as learners in the following way:

- Children are developing quickly as individuals;
- Children learn in variety of ways such as by watching, by listening, by imitating, by doing things;
- Children are not able to understand grammatical rules and explanations about language;
- Children try to make sense of situations by making use of non-verbal clues;
- Children talk in their mother tongue about what they understand and do – this helps them learn ;
- Children can generally imitate the sounds they hear quite accurately and copy the way adults speak;
- Children are naturally curious;
- Children love to play and use their imagination;
- Children are comfortable with routines and enjoy repetition;
- Children have quite a short attention span and so need variety (Slattery, 2001, 4).

Another author S. Halliwell identifies the following skills and instincts which young children bring to learning a foreign language at school:

- Children are already very good at interpreting meaning without necessarily understanding the individual words;
- Children already have great skill in using limited language creatively;
- Children frequently learn indirectly rather than directly;
- Children take great pleasure in finding and creating fun in what they do;
- Children have a ready imagination;

- Children take great delight in talking (Halliwell, 1992, 3).

We can see that different authors stress similar qualities attributed to young children. On the basis of the above we can summarize above mentioned features in the following way:

- Young learners tend to learn indirectly;
- Young learners grasp meaning without understanding individuals words;
- Young learners acquire a language in variety of ways – by seeing, by listening, by touching, by doing things;
- Young learners are good at imitating;
- Young learners are enthusiastic about language learning.

In addition to this, young learners have a ready imagination, which should be made use of by playing and creating fun. The above mentioned traits need more comprehensible discussing. The next step is to discuss these points separately.

### **Indirect learning**

Indirect learning can be illustrated by the example when children are encouraged to guess what phrase or word has been taught. In this case, children are concerned with trying to guess right. Indirect learning helps for attainment to take place. On the other hand, both conscious direct learning and subconscious indirect learning should be combined and developed in order to achieve both worked-out accuracy and fluency. Nevertheless, young children are not able to understand grammatical rules and explanations about language. Children's subconscious mind works during doing real tasks on the processing of language while their conscious mind is focused on the 'task' of playing the game.

### **Ability to grasp meaning**

Children try to make sense by making use of non-verbal clues, which include gesture, facial expressions, actions and circumstances. By understanding the message children start to understand the language. Children generally possess this ability already highly developed. This skill should be supported and developed. For this reason, gesture, intonation, demonstration, actions, facial expressions should be made use of to convey meaning parallel to what is being

said. Children will only acquire the language they hear around them. Therefore, they need to hear a lot of English. Understanding should be approved by using non-verbal clues.

### **The role of imagination**

Children try to make sense of the world around them by using their imagination. It has been mentioned that real tasks should be set up. Nonetheless, it should not be forget a great role of imagination. The act of fantasizing and imagining is very much an authentic part of being a child. Teachers should stimulate the children's creative imagination.

Summarizing the points discussed above, it can be said that teachers working with young learners need to provide various learning experiences and encourage young learners to use a variety of sources. Activities have to be planned but teachers also have to be flexible enough bearing in mind the limited attention span of young learners.

### **1.2 Models of teaching English to young learners**

One of the most widely used models is PPP, which stands for Presentation, Practice and Production. In PPP classes the context and situation for the language are presented. The teacher explains and demonstrates the meaning and the form of the new language. The learner listens and tries to understand. After that certain pieces of language are practiced and then is a production stage, in which students talk more freely about themselves. The teacher still dominates the class, this time controlling their repetition of the item. He is a little like the conductor and the learners are learning to say the item and the teacher corrects all mistakes. In the production stage is the emphasis on the learner, not the teacher. The learner uses the language to say something that he wants to say. This is motivating because it shows him the value and use of what he is learning. Production occurs when a child works creatively with the language and produces a sentence which he has never heard or said before.

J. Harmer stresses that "PPP is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of language, and therefore don't need the same kind of marked presentation" (Harmer, 1998, 31). Furthermore, the critics of this model note that PPP procedure is clearly teacher-centered and therefore does not suit a more humanistic and learner-centered framework.

This model is useful working at lower levels.

Susanne House modifies this well-established model and presents the following sequence:

- Presentation
- Practice
- Personalization
- Recycling (House, 1997, 17,18).

During the first stage of presentation the key language is introduced to children. As a general rule, at primary level new language is presented through listening activities, which are contextualized with the help of pictures or story. S. House underlines that “The important thing with primary children is that language is presented in context; (...) they need a clear visual and / or aural context to understand” (House, 1997, 17).

The next stage is practice. In this stage different skills are drilled. New language should first be practiced in highly controlled way. Later on, it is possible to move on to freer activities where children have a choice in the language used.

The next stage, which is closely bound up with practice, is personalization. In this stage children are asked to apply a certain language structure to themselves. In this way children are shown that this language is useful to them. By implementing the language, children get the idea that language is a living, active and communicative tool.

Personalization takes place when children draw or describe their favourite toy, clothes or pet. At this stage questionnaire-type activities can be used. Children have to ask questions and gather a chart reflecting the opinion of the group.

The next stage, which is indispensable, is recycling. It is vital that children recycle the language they have learned regularly and in variety of ways. S. House sees the language learning as a building task: “Old language is incorporated into new structures” (House, 1997, 18). She gives example that the verb ‘have got’ can be used later with different word families. Also, the vocabulary set ‘parts of the body’ can be practiced again using new adjectives.

The young learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. They have the advantage of

being great mimics, and are often unselfconscious and are usually prepared to enjoy the activities the teacher has prepared for them.

The use of various activities in the classroom to teach a foreign language has a great influence on learners. Particularly, young learners would love to learn by means of activities as such kind of attempts encourage them to explore something, which is quite stimulating, motivating and interesting. Types of activities that can be used in the classroom can be a project work, drawing, colouring, cutting out, making things, singing. The reason behind such activities is that learners learn by doing, by being actively involved in their learning; and it creates opportunities for them to use their imagination and creativity. The following table lists some of the major activities that can be effected in the English classroom.

- Listening and doing, listening and repeating, listening and drawing a route  
(see appendix 1)
- Drawing, colouring in, cutting out, making things (see appendix 2)
- Playing pretend games (drama) with masks, puppets, toys  
(see appendix 3)
- Simple vocabulary jigsaws (see appendix 4)
- Chants/rhymes for vocabulary, stress and intonation (see appendix 5)
- Songs (see appendix 6)

(Thornton, 2001, 10)

## **2. Teaching English through Music and Games**

Children will learn better if they are motivated and want to do it. Thornton remarks the following on the importance of motivation: "...some experts go so far as to say that motivation is more important than the learners' aptitude or the method of teaching employed. One thing teachers are sure of, however, is that fun and games are a must in the English language classroom because they are intrinsically motivating for children and again, because they are part of a child's natural world: the "here and now" of a child's life" (Thornton, 2001,12).



## **2.1 The use of rhymes, chants and songs**

Young learners love rhythm, music and movement. The use of rhymes, chants and songs contribute to young children's overall social, linguistic, physical, cognitive and emotional development. When starting to learn a foreign language, rhymes, chants and songs play a special role in drawing children into producing language in ways which are natural and enjoyable. Music in lessons provides a link between home and school, and helps to create a secure environment for learning.

According to Slattery, chants, rhymes and songs can be used for different purposes:

- For enjoyment
- As part of teaching plan
- As a change in activity
- To revise vocabulary
- To connect with new or familiar topics
- To practice up-to-date expressions
- For drama and to practice punctuation (Slattery, 2001, 45).

The most of rhymes are short and uncomplicated. They often consist of a four-line verse with rhyming couplets. The children do not need to understand the meaning of every word, just what is happening generally in the rhyme. What is important at this early stage of learning is the ability to listen and to imitate the correct pronunciation and intonation, and this is where the repetitive vocabulary, word patterns and rhythms of the verse come in. These aspects help the children to memorize the rhyme. Simple instruments such as bell, drum, tambourine could be used to add to the rhythm and it makes procedure lively.

With younger children, rhymes, chants and songs can also play an important role in controlling the class by helping to set up behavioural parameters and establish lesson routines. Rhymes can signal story time, focus attention or allow children to let off physical energy, help them to concentrate or calm them down. (See appendix 5)

Rhymes and chants help to improve all aspects of children's pronunciation. Through repetition of rhymes, chants and songs children develop their ability to imitate and produce individual sounds and connected speech, such as when words are linked together. In addition to individual sounds

and sounds in connected speech, rhymes, chants and songs also help to develop children's awareness of stress, rhythm and intonation patterns in English.

### **2.1.1 The teaching through rhymes, chants and songs**

Rhymes, chants and songs allow for both verbal and non-verbal participation through physical movement, actions, drama and play. Rhythm and sounds engage children in responding to and producing language in ways which develop their confidence and self-respect and lead to a sense of achievement and success.

Rhymes, chants and songs can be used to introduce new language or to reinforce, recycle and broaden the contexts in which children use structures and vocabulary that are already familiar. They develop listening comprehension and speaking skills, both spoken production and spoken interaction. It must be said that not every song or rhyme can be implemented in classes. As Slattery states, they should:

- Suit pupil's age group and their interests
- Match their level of English
- Have a catchy, easy to remember melody (Slattery, 2001, 45).

The teacher can use rhymes, chants and songs as a ritual part of starting and ending lessons, or as an integrated part of language, story or topic-based work.

#### *Routine rhymes*

The aim of such rhymes is to encourage children to follow classroom routines and create a positive socio-affective atmosphere. The ritual use of rhymes to mark stages or moments in lessons to very young children and makes them feel secure. Children usually are fond of doing actions when they watch and listen to their teacher saying rhymes and chants. They begin to repeat the words and start speaking with the teacher.

#### Greetings rhyme

*Good morning.*

#### Goodbye rhyme

*Time to finish now*

*Good morning.*

*Stop our work and fun*

*How are you?*

*See you on...(name day of next day)*

*I'm fine, thank you!*

*Goodbye, everyone!*

*And me too!*

### *Integrating songs, rhymes and chants*

It is usually best to integrate songs, rhymes and chants into sequences of work which develop a range of skills, rather than in an isolated way. Some rhymes teach specific areas of English vocabulary. It can be used the rhyme 'Monday's child' for teaching days of the week, and '30 days have September' for teaching days in a month. Children enjoy the rhythm of vocabulary train chants and improve pronunciation of individual words. Two examples of vocabulary train chants are as follows:

#### Colour train chant

#### Pizza train chant

*Red and yellow*

*Mushrooms, mushrooms*

*Red and yellow*

*Cheese, tomatoes, cheese, tomatoes*

*Orange and green*

*Sausages, bacon, sausages, bacon*

*Orange and green*

*Chicken and ham, chicken and ham*

*Pink and purple*

*Chicken and ham, chicken and ham*

*Pink and purple*

*Red and green peppers, red and green pepper*

*Blu-u-u-u-e! Blu-u-u-u-e!*

*Olives, onions, olives, onions*

*Tu-u-u-u-na! Tu-u-u-u-na!*

### *Story-related songs*

Acting out songs and rhymes is a standard procedure in primary education which can be applied to many rhymes and songs. Children usually respond enthusiastically and it is often the simplest and most successful way of engaging children's attention and helping them to memorize the words in a natural way. Story-related songs provide an opportunity to recycle and extend children's language using a different medium. This helps to make language memorable and appealing. For example, children can act out the well-known story "Little Red Riding Hood" with finger puppets, which bring the language alive

(See appendix 3). The teacher divides the class in half, children sing the song either as Little Red Riding Hood or Grandmother / the wolf and then change roles.

Granny, why are your eyes so big? (The tune of *London bridge is falling down*)

*Granny, why are your eyes so big,*

*Eyes so big, eyes so big?*

*Granny, why are your eyes so big?*

*To see you little one.*

(Repeat with: *ears – to hear you; arms – to hug you; teeth – to eat you*)

Singing the rhymes can be an activity for individuals, small groups or as a whole class. Music and song are important for developing confidence in young children as individuals and in a group situation. The act of singing rhymes brings children together and encourages cooperation.

### **2.1.2 The importance of rhymes, chants and songs**

The importance of songs, rhymes and chants is not to be underestimated. The richness of the language enables young learner's long-term memory to develop and, thus, new language is

retained by children. Moreover, the most rhymes tell a simple story, are often silly and consequently keep young children interested and stimulated. The rhyme characters are fun and varied.

On the other hand rhymes provide a good insight into the English culture. The use of English names in many rhymes such as *Jack, Jill* and *Mary*, introduces young language learners to English children, the things they do and their environment. The introduction of the English countryside and farm animals in rhymes like '*Little Bo-Peep*' and '*Baa, Baa, black sheep*' helps the children to imagine life on an English farm. Other cultural themes include food, games, pets, home, festivals, transport, clothes and family. The introduction of this cultural dimension allows the teacher to develop vocabulary relating to these themes and provides a link to cross-curricular activities in other areas.

Also, songs, rhymes, chants are fantastic materials for the language teacher to use with young learners. According to Phillips, they have following advantages:

- Songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English.
- Play and music are a source of motivation, interest and enjoyment.
- Games, including musical ones, constitute a context for language use for children. They become themselves when they play or sing.
- Music and rhythm make it much easier to imitate and remember language than words which are just 'spoken'.
- Songs or chants can be used to teach children the sounds and rhythm of English, to reinforce structures and vocabulary.
- A song bring about emotions that
  - contribute to socialization (a song is collective)
  - appeal to the ear (one listens to himself while singing)
  - take pleasure (reproduction of a sound, enjoyment of the rhythm)
  - help to develop an aesthetic taste (expressing feelings and sentiments)
- Songs contain words and expressions of high frequency and offer repetition.
- Singing helps to acquire a sense of rhythm.

- It facilitates memorizing when it is associated with a linguistic item (Phillips,2001,25)

In summary, rhymes present an exiting and rewarding addition to language teaching for both the children and the teacher. The children are motivated by the music, by the variety of rhythms, by the instrumentation (guitar, contrabass, percussions), by the different voices involved (masculine, feminine, child, adult) and by the themes (boys/girls, circus, family, animals, etc.).

## **2.2 The role of games in English lessons**

Games are enjoyable and encourage many learners to sustain their interest and work.

For the teacher they help to create contexts in which the language is useful and meaningful.

Phillips points out “games in foreign language teaching help students to see learning English enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser”. (Phillips, 2001,79) There are many everyday games and puzzle activities that can be adapted to a foreign language learning situation which students will already be familiar with. Playing these games will come naturally to them and make them feel they are in a safe environment where they can venture out and take risks. Moreover, if games are used at the right moment and contain the right clues or challenges, they can provide highly considerable benefit for learners. No matter what sort or how simple it is, there is always some sort of language gain. Some language may be learned by heart as part of a fun activity without the children even being aware of it. In this way, children may be led to discover rules for themselves as a result of pleasant informal activities.

Young children have a natural tendency to express themselves and find out about their world through play. Through games and directed play children can be given initial opportunities to recognize and respond to language non-verbally. With young children, the use of games and directed play provides a familiar context of encountering new language and acts as a bridge between home and school in the some way as learning rhymes, songs and chants. Games which involve actions or movenment help to develop children’s physical coordination and psychomotor skills. Other games develop skills such as children’s visual awareness and creative thinking. In

addition to this, games and directed play have an important role in developing young children's concentration and memory skills, as well as their ability to associate language and meaning with actions, pictures, objects and sounds.

Games can be found in all the skills (reading, writing, listening and speaking), in all the stages of the teaching / learning sequence (presentation, repetition) and for many types of communication (e.g. encouraging, agreeing, explaining).

Games to be used in the class can be categorized depending on the types such as structure games, vocabulary games, spelling games ...etc. Below is the list of suggested games for young learners.

- Counting games
- Information gap, crosswords, vocabulary squares,
- Snakes, Bingo
- Competitions
- Puzzles
- Ball Games
- Pantomime, dancing, role play
- Musical chairs, Freeze, etc.
- Yes/No Games
- Class and Team Games
- I spy, story telling
- Guessing games
- Who am I? What is my name?
- Guess how many
- Rhymes and songs (Phillips,2001, 32)

Young learners love exploring and guessing the answers in games, and thus they eagerly use the structure being introduced. In addition, they enjoy acting out scenes from a sketch or dialogue, imitating the voices of the characters. Therefore, students, particularly young learners, easily learn very important points unconsciously, which is one of the goals of teaching English to young learners. But the teacher must remember, that games need to be selected, set up and managed with great care.

### **2.2.1 Characteristics of games**

Games for primary classroom have many characteristics. They may be multi-sensory and involve movement. They may develop a range of different social, cognitive and language skills. They may be played using a variety of different interaction patterns. Games also have specific results and goals, for example, to remain in the game as long as possible, or to reach the last square of a board game first. The fact that the goals of many games are non-linguistic engages children naturally in using English as a vehicle to achieve the goal, rather than practising language for its own sake.

Games are enjoyable and fun, and this is both the source of their appeal and what makes them potentially hard to manage, especially if children do not perceive them as part of 'real work'. For young children competitive games are not suitable. These games tend to bring out the worst in children and can lead to over-excitement or aggression. With competitive games is the danger always having the same 'winners' and 'losers'. The negative consequent of such games is a loss of children's motivation, confidence and self-esteem. It is important to note that children enjoy and value games if the content and language used are relevant to them. Also, the teacher must not forget by choosing games:

- the age group
- the level of English
- the time limited for the game
- the learning styles theory
- multiple intelligences theory
- the idea that there should be no strict competition but cooperation
- that the students don't laugh at each other but laugh together
- the skills to practice



- that the story-games are repetitive
- the materials (economical and easy to get) (Thornton, 2001, 10-15)

### 2.2.2 Kinds of games

Games are fun and they make the learning process closer to the acquisition process, which makes students learn in a more natural way. The games lend themselves perfectly to quick bursts of revision. Using some of the games the teacher can revise a massive amount of vocabulary and grammar in a few minutes. The notes on each game suggest which form of class organization is appropriate: class, individual, pair or group work. Many of games, especially for young learners, are for the whole class. Such games can be grouped according to their general character and spirit:

- True or false? (parrots, chairs, jumping the line)
- Guess (a simple guessing game, unfinished drawings, clapping)
- Miscellaneous (say and mime, number games, name games, an alphabet game, do-it-yourself) (Holden,1980, 16).

These activities can include the following examples:

- The aim of these activities is to listen and respond non-verbally or verbally to sentences which are true or false. Games *'True or false'* develop concentration and pay attention. With young children, this activity needs to be done with reference to real things, pictures or actions in the children's immediate environment, for example using flashcards *The duck is yellow / The horse is red.*
- These types of activities usually involve pupils in asking questions or describing something or someone. For example, pupils can draw a picture of their favourite food or think of it, without showing the class. The class has to guess what it is: *Is it a pizza?* and so on. Pupils can also describe someone in the class without naming him or her: *This person has got fair hair. This person is wearing blue jeans and a yellow T-shirt,* and so on, and other pupils have to listen and guess: *It's Tom!*
- Games in this group can be various and have different purposes. For example, name games are used to introduce or give personal information. Children stand in a circle,

one pupil says *I am .... What is your name?* and throws the ball to another child. That child then says their name, asks the questions and throws the ball to another child, and so on, until everyone introduced themselves. As name game can be used a name rap (rhyme) or it can be made name cards.

There are many types of games which can be used in the English lessons every day for four communicative skills: listening, reading, speaking and writing. Although by learning English at primary school an emphasis is on developing listening and speaking skill.

### **3. Practical Aspects of Games in English Lessons**

Children starting to learn English as a foreign language generally have certain expectations towards it. As a rule, they want immediate results and have a strong motivation to learn.

#### **3.1 Activities for listening and speaking**

When children start learning English at primary school, there is usually an emphasis on developing listening and speaking skills. Through listening to English, children are led naturally into speaking. From using single words and formulaic language, children gradually develop the ability to produce language and to interact with others in a more extended way.

Through listening, children become familiar with the sounds, rhythm and intonation of English. Listening allows students to recognize, understand and respond to language nonverbally before they produce it themselves. For example, the teacher gives instructions, organizes and manages different classroom activities and gives the children feedback, encouragement and praise is a major source of listening material for children. As far possible, it is advisable to use English for this kind of classroom language. Through repetition and routines children understand and respond to as part of everyday communication in class. The teacher can use: storytelling and drama, games, rhymes, chants and songs to develop children's listening skills. It is important to use a variety of different spoken text types: instructions, rhymes, stories, songs, dialogues, conversations, descriptions. It is also significant to build up confidence and show children that they can be successful listeners without necessarily understanding every word. When a listening activity is done, it is often useful to plan the following three stages: *before listening*: the teacher needs to create a clear context which interests and motivates the children, to establish a reason and purpose for listening. Children

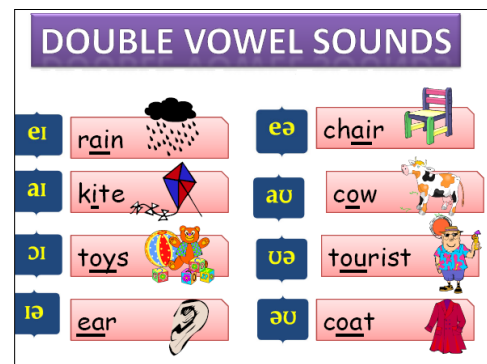
can also be encouraged to predict and make active guesses about the listening, based on pictures or other clues. *While listening*: children do one or more activities to develop listening sub-skills such as listening for global understanding or gist, listening for specific information or detail, listening for mood or attitude. *After listening*: it may be appropriate to ask children to report back, express their opinions or relate the text to their own lives in speaking activity.

Speaking skills can be divided into two areas: spoken interaction and spoken production. Spoken interaction refers to the ability to ask and answer questions and handle exchanges with others; spoken production refers to the ability to produce language, for example, in a rhyme, a description or an account, such as retelling a story. The best strategy is usually to provide lots of opportunities for speaking activities in a very secure and non-threatening way, for example through choral repetition of action rhymes or choral counting games, and allow children to join in when they are ready. It is important to introduce simple classroom language for children. Such language includes: greetings and goodbyes at the beginning and the end of lessons, classroom language e.g. *I don't understand. / Can you repeat that, please? / How do you say... in English, please? What does ... mean, please?*

Next follows description of the some games and activities for listening and speaking, which can be used in the English lessons.

### Practicing pronunciation of new sounds

While listening to the teacher, children absorb pronunciation. In order to produce words and phrases, children need to try out the sounds and play with sounds. During this activity pupils listen



to the teacher and choral repeat. Then the teacher can show these pictures and ask children: *What is it?* The funny pictures make this activity not so boring and children can learn vocabulary.

The most pupils know and like such game as *Bingo*. This activity helps to develop students' familiarity with phonemic symbols. It can be adapted to provide practice with sounds the class has particular difficulties with. For example, the teacher chooses about 15 phonemic symbols and writes them on the board. The students give an example of a word that contains each phoneme (and write the words up too for reference if it helps). The teacher asks students to draw a grid with nine spaces. In each box, they must write a different one of the phonemic symbols. Students also must leave enough space to write a word in each box. (pupils can see the teacher's notes for an example). The teacher chooses some words, perhaps vocabulary for revision and makes sure that all the 15 phonemic symbols are included at least once and starts to play bingo. When children hear one of the phonemes in their grid, they must write the word in the box. Each word can only be used once, with one phoneme. The words must be read slowly. The winner is the first student to complete 3 lines, across, down or diagonally. Finally, the teacher checks, writes the winner's phonemes on the board and then asks them to read out their words.

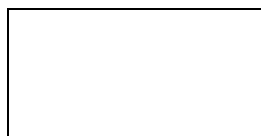
For example:

[a:] <i>car</i>	[ə] <i>sister</i>	[i:] <i>cheese</i>
[i] <i>big</i>	[e] <i>bell</i>	[u] <i>book</i>
[æ] <i>cat</i>	[u:] <i>shoe</i>	[ɜ:] <i>skirt</i>

### **Identifying / discriminating similar sounds**

The aim of such activities is to practice discriminating between two or more sounds and to raise awareness of correspondence between sounds and spelling. During this activity pupils improve their pronunciation skills, what is very important for young learners.

The language focus can be on any plural nouns. The teacher gives out two cards for each child. On these cards are sounds with example:



/s/ elephants

/z/ birds

The teacher explains and demonstrates that after saying of the word with /s/ and children should repeat the word and hold out an arm like the trunk of an elephant. If the word pronounces with /z/ the children should fly like a bird. The words in the activity should be known to the children (e.g. *bananas, shops, dogs, cats, cars, bikes and etc.*) Other examples of contrasting sounds suitable to use in this activity are, e.g. /i/ and /i:/ as in *chicken* and *cheese*. This game wake up students and they are very active and it creates funny atmosphere in the class.

An enjoyable way of practicing individual sounds is tongue twisters. Some examples of tongue twisters to practice sounds children may find difficult are:

/h/ *Happy Harry helps at home in the holidays.*

/b/ and /v/ *Brian is brilliant at basketball. Vanessa is very good at volleyball too.*

/l/ and /r/ *Lovely Lucy likes lonely Luke. Rich Roland rides a red racing bike.*

In cases where there are two sentences and contrasting sounds in the tongue twister, children can take turns to say one sentence each when they time themselves in pairs.

The game with numbers can be used for identifying sounds too. Besides, this activity makes fun and helps children to concentrate on the task easier.

In this activity pupils must cross out the information they hear. The teacher writes down numbers on the board as follows:

**1, 10, 11, 6, 17, 80**

**2, 20, 12, 7, 18, 90**

**3, 30, 13, 8, 19, 100**

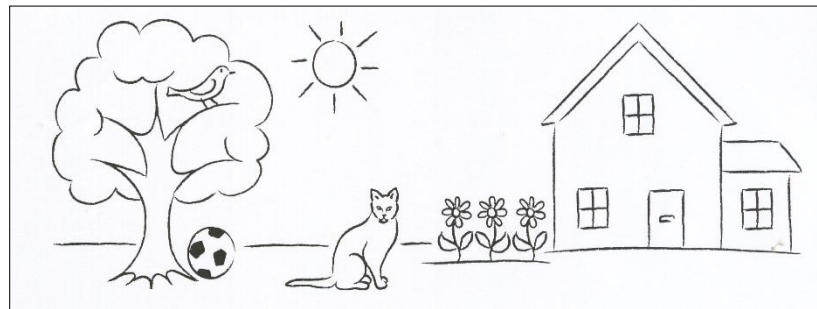
**4, 40, 14, 9, 60**

**5, 50, 15, 16, 70**

With the numbers on the board the teacher goes through the pronunciation of the numbers with the class. It is important that children understand the difference between confusing numbers like SIXTEEN & SIXTY. In other words it must be emphasized numbers that might sound confusing. After this the teacher makes two teams and explains that he will say a number out loud and they will have to race to the board and find the number and cross it out with the marker or chalk they have. The student who gets it right scores a point for his/her team. All students or most students must have a chance to race to the board.

### **Listening for specific information**

The most children like to colour. The teacher can use this activity in English lessons. The students need to listen and colour a picture following instructions. This task develops learner's concentration skills and helps learn colours. The picture must be depicted with known vocabulary. The teacher gives out photocopies of the picture and says the sentences to describe the picture, e.g. *The house is purple.*



The children colour the picture following teacher's instructions. ( It is recommended, that the children put only a dot of colour on each item. They finish colouring at the end. This avoids the problem of children colouring at different speeds. It also helps the teacher to manage the class if the children are sharing crayons.) When the children have finished, they can ask questions, e.g. *What colour is the house?* or the teacher gets children to describe the picture, e.g. *The house is purple.*

### **3.2 Activities for vocabulary and grammar**

Vocabulary and grammar are closely interrelated in children's early language learning. Young children learn chunks of language, which combine vocabulary and grammatical patterns, in a holistic, unanalyzed way. When new vocabulary is introduced children are eager to repeat words and phrases they hear. This fact should be exploited by:

- Encouraging children to repeat the new items
- Using pictures, sounds and other senses, e.g. touch and feel materials, to support meaning
- Using gestures, movement and actions
- Getting children to colour pictures of the new things they can name
- Repeating new words as often as possible and using them in context (Slattery 2001, 47).

Younger children learn particular vocabulary items which relate to the 'here and now' of their immediate environment and personal experience. The teacher ought to keep in mind that if children can not read yet they have to remember the word as a sound. In addition, it is better if children first remember the sound of the word and only then learn the spelling if they can read. It is vital that children use new words and phrases several times in different ways as children are learning new things all the time and they can easily forget them. In this case, vocabulary games can be used to avoid forgetting and to consolidate vocabulary items. Vocabulary games include guessing and memory games. They are useful because they help to learn English in an enjoyable way. It is important that the teacher shows children what to do and at the same time gives instructions for games in English. Children by listening to the teacher have a real purpose for listening and they are absorbing new vocabulary and intonation patterns. The teacher has to bear in mind that lots of different games should be used but they should deal with the same vocabulary so children can acquire them well. Also, new words and phrases have to be used as often as possible so children learn to use them actively.

#### **Guessing games**

Guessing games are easy to set up and can be very useful in providing short, contextualized practice of specific language patterns and vocabulary or grammar. The flashcards can be used in this activity. For example: *Guess what I have got on my flashcard?*

In this activity pupils cannot see the flashcards which has been chosen. They have to guess and work out by process of elimination. Language focus can be the weather. The teacher shows the flashcards representing the weather and children say corresponding words or phrases. These phrases have to be learnt earlier. After that, the flash cards are collected into pile and one pupil takes one and holds it so the other pupils cannot see it. Pupils have to ask the pupil with the card: 'Is it raining?' 'Is it windy?' and the pupil with the card says: 'Yes' or 'No'. When someone guesses correctly another pupil is allowed to choose a card and the procedure starts again. Later on, the teacher can give out worksheets and the children must draw the weather.

Flashcards:

**Draw the weather**

1. Today it's sunny

2. Today it's windy

3. Today it's cloudy

4. Today it's rainy

5. Today it's snowy

Worksheet:

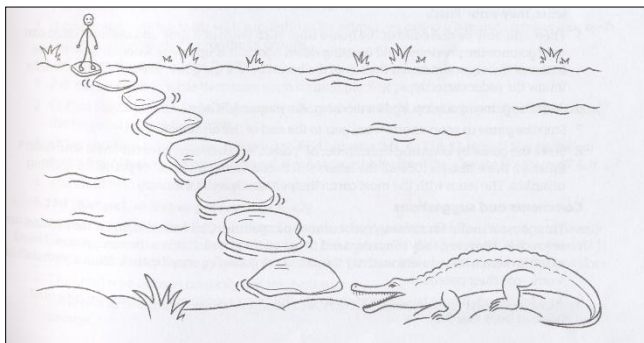
There are more similar activities with flashcards and the teacher can think about his own rules of the games. Language focus can be on animals, persons, objects or clothes. (See appendix 7,8,9) Short activities using flashcards familiarize children with vocabulary which has been previously



introduced. They aid memorization through the association of visual images and words, and helps pronunciation by giving children frequent opportunities to listen to and say new words.

This game is useful for revising vocabulary and spelling. It is a variation of the traditional game of 'hangman', but the funny picture and the title of the game 'The hungry crocodile' makes this activity amusing. The children find it motivating and enjoyable. If the teacher has a few minutes extra time at the lesson's end, this activity would be the best choice. The teacher needs to draw a simple picture of a hungry crocodile and stones with dashes for each letter on the board. The children guess the letters. If the letters they suggest are correct, the teacher writes them in the spaces. If letters are

incorrect, the teacher rubs out the stick figure and draws it again on the next stepping stone, moving the crocodile nearer the children win if the stick figure



is eaten by the crocodile. The first child to say the word has the next turn.

### **Memory games**

In these activities pupils can use memory to create real communication. The pupils are mentally engaged because they are given a good reason to remember what they are saying, hearing or reading. Memory games can be organized with flashcards too. As example we have the game *Disappearing prompts*. In this activity, the pupils are shown a sequence of prompt cards and they say the appropriate phrases. After this, the cards are removed one by one until the children are saying the whole sequence from memory. Language focus can be on the structure 'I am going' +the names of shops. In this case, the prompts are just initial letters written on the board: BU = Butcher, PO = Post office, N = Newsagent, S = Supermarket, F = Fish shop. The teacher writes the prompts on the board and draws a line underneath each one. The pupils repeat them after the

teacher in sequence. Next the pupils practice saying the whole sequence while the teacher just points. When the pupils are familiar with the sequence, the teacher rubs out the letter from the row. Now, the pupils say the sequence including the one that is not here. The teacher carries on removing items in stages until the pupils are saying the whole sequence entirely from memory. With the help of this activity, it is possible to practice any list of words; useful introductory phrases could be: 'I like.....', 'I can....', 'I have got.....'.

Rhymes and chants are possible in this category of games. The rhythm and rhyme of this chant helps children to memorize the form of *Wh*-questions and past simple statements using regular and irregular verbs. It also helps them to use a falling intonation pattern for *Wh*-questions in a natural way. The teacher shows the children a picture of the character in the chant or draws this on the board and gives the character a name, e.g. Jack. The children are explained that they are going to find out about 'Jack's adventure'. Next the teacher asks the children the four questions in the chant in turn and writes each question on the board. The learners say the possible answer. Furthermore, the young learners can click fingers or use maracas to set up the rhythm of the chant:

*What did Jack do?*

*He said goodbye to his friends one day.*

*He wanted to travel far away.*

*Where did he go?*

*He went to Africa and Asia too.*

*He went to Mexico and Peru.*

*What did he see?*

*He saw volcanoes, deserts and sea.*

*He saw high mountains and tropical trees.*

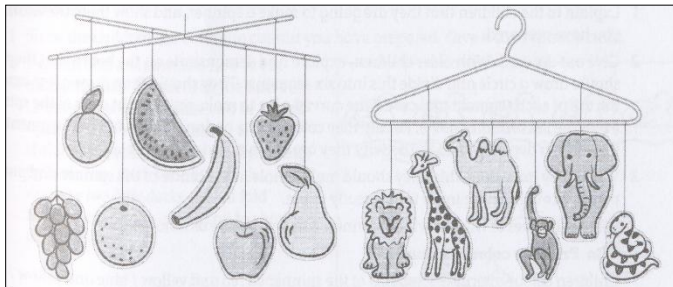
*Why was he sad?*

*He wanted friends, he wanted his home.*

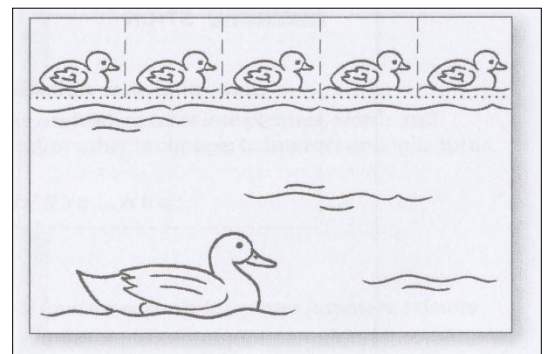
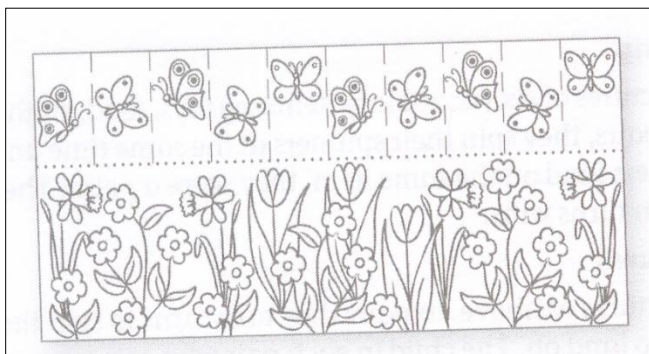
*He didn't like seeing the world alone!*

The children can invent and say their own 'adventure chants' in pairs (these do not need to rhyme). Guessing and memory games can be conveyed with various activity types such as ordering and sorting, matching or creative work. These activities are a useful way of recalling and memorizing vocabulary from different lexical sets. (See appendix 10,11,12)

Creative work can be a wonderfully motivating and effective way to develop language skills with children, making English come alive and providing reasons for using language that are immediate and enjoyable. The focus is on art and craft activities, which enrich and benefit children's language learning. For example, the children can make a vocabulary mobile. For the younger children, it is advisable to prepare outline drawings of items for the mobile. The children then colour and cut these out. When they are ready, the teacher ask the children to tell about their mobiles, e.g. *This is my lion. It is big. It is yellow.* Alternatively, they can write the words on the reverse side of each picture.



The counting cut-out is very simple to make and can be adapted to use with any number rhyme or song. Folding the pictures up and down gives children a focus and purpose for listening out for numbers and counting. The counting cut-out can be used for other activities such as a simple mathematic activity, e.g. The teacher asks the children to show ten butterflies on the cut-out, then she /he asks to take away three and asks *How many now?* or for colour dictation, e.g. *Colour butterfly 1 purple.*



### 3.3 Activities with ICT

ICT and multimedia offer possibilities for instant communication and direct publication in a way that is both personalized and shared. This can help to maximize children's interest and involvement. ICT and related multimedia applications offer a huge and exciting range and variety of tools for learning through a foreign language, at primary level. There is a lot commercially produced and other ready-made material available for use at primary level. These include CD-ROMs, DVDs and publishers' educational website materials, either specifically produced for children learning English as a foreign language. These provide instant access to interactive games, stories, songs, quizzes, picture dictionaries. It is also important to choose sites where there are plenty of attractive visuals, or film clips, which support children's understanding of the text. There may also be sound effects, music and speech which contribute to their understanding and enjoyment too. Through the use of CD-ROMs children develop language and ICT skills and it increases pupil's motivation to learn vocabulary or simple grammatical structures. Through watching DVDs or short extracts of DVDs, for example, films or stories that children have previously read or listened to, children develop confidence and pleasure in listening to English. DVDs present cultural information in a naturally way and the children can see for themselves what English children are like or what an English home or family are like.

When using DVD or ICT materials, it is appropriate to stage activities into *before*, *while* and *after*. Before children watch a DVD or work on computers, it is important to create interest, curiosity and attention, as well as to do any necessary language preparation. While children watch a DVD or extract of a DVD, they may do one or more tasks that engage them in active viewing. While children work on computers, they need a clearly defined task that will minimize any possible distraction and keep them focused in a purposeful way. The period after doing an ICT or DVD activity offers the richest opportunities for the development of language skills.

There are a large number of websites for children with the support of a suitable task. The teacher can use these websites in English lesson's or suggest the children as extra task. Many websites include work sheets, stories, flashcards or downloadable lesson plans for teacher.

Useful website: <http://www.bbc.co.uk/children>

<http://www.britishcouncil.org/learnenglish>

<http://www.bbc.co.uk/cbeebies>

<http://www.magicvocabulary.net>

<http://www.sitesforteaching.com>

Despite advantages of ITC, there are some attendant risks in the use of ICT and multimedia which necessary require a cautious approach. These include the whole area of internet security. It is vital to have a robust school policy and strictly enforced computer and internet rules in order to guarantee children's safety.

To sum up, it must be said that there are far more fun activities which promote speaking and listening skills and encourage the young learners. The examples of the activities discussed above are only a small number of various actions. Nonetheless, it seems that the activities discussed above are representative examples of how learning English for young learners can be enjoyable reasoned

## **Conclusions**

From what has been written above the following conclusions can be drawn:

1. Teaching English to young learners has its own peculiarities due to the psychological features characteristic of young learners. They tend to learn indirectly rather than directly. Young learners are also able to grasp meaning without understanding individual words. Children are good at imitating and they are comfortable with routine and enjoy repetition. Besides, young learners have quite a short attention span and, therefore, need variety. Furthermore, children are curious and enthusiastic about learning a foreign language. These qualities have to be taken into consideration and made use of.

2. While teaching foreign language the teacher has to bear in mind in the three elements of the process of learning a foreign language: *Engaging*, *Studying* and *Activating*. Young learners need to be engaged in the lesson by using games, music, pictures or dramatic stories. The second element *Studying* is actually focusing on certain structures of the language. *Studying* should take place in a variety of ways. During the third element *Activating* young learners are using language more or less freely.
3. Fun speaking and vocabulary games, rhymes and music in the primary classroom maintain a high degree of motivation and make the English class an enjoyable, stimulating experience for the children.
4. The activities should be simple enough for the children to understand what is expected of them and largely orally based, with young children listening activities will take up a large proportion of class time. The task should be within their abilities: it needs to be achievable but at the same time stimulating for them to feel satisfied with their work.
5. The kinds of activities that work well are games and songs with actions, tasks that involve colouring, cutting and simple repetitive speaking activities that have an obvious communicative value.
6. Young learners need plenty of opportunities to communicate in English. The teacher has to pay attention to the following points: fun, different interactions pattern, confidence building, purposeful emphasis on accuracy or on fluency, and a great variety of speaking activities.

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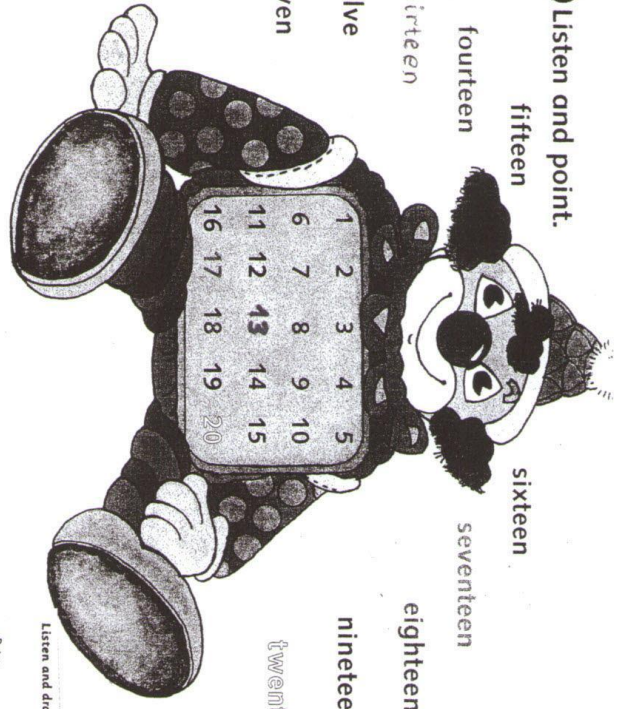
## **APPENDIXES**



Appendix 1

1 Listen and point.

- fifteen
- fourteen
- thirteen
- twelve
- eleven
- sixteen
- seventeen
- eighteen
- nineteen
- twenty



Listen and repeat.

sh

ship

sheep

The sheep is on the ship.

ch

chip

chimp

A chip for the chimp.

ph

photo

phone

The phone in the photo.

th

thumb

this

This is my thumb.

Listen and draw lines. There is one example.

Peter

Jim

John

Sally

An illustration of a stage with a large number 10. Several people are on stage, and lines connect their names to the corresponding person in the scene.

Jane

Daisy

Anna

## Appendix 2

TARGET LANGUAGE Colours, the alphabet

RESOURCES A sheet of paper with the puzzle for each learner, coloured pencils (especially red, blue, green, yellow, and orange), the board

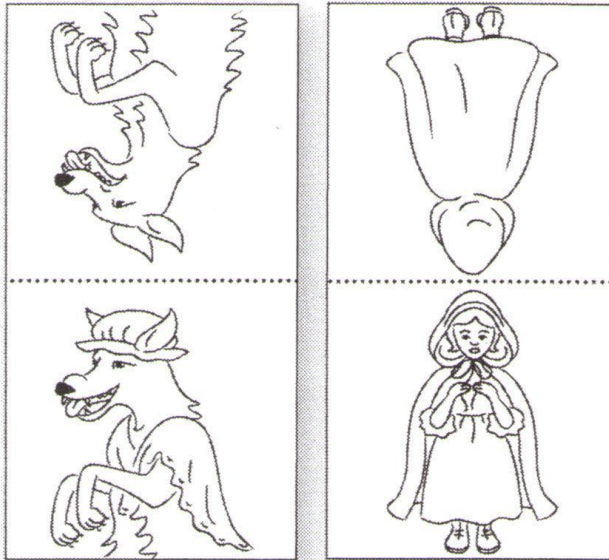
PREPARATION Copy the puzzle from the picture below on a sheet of paper. Then make a copy for each learner.



**Variation:** Hand out blank sheets of paper to the learners in class. Let them fold the paper in half and then once again in the same direction. When they unfold the paper, they get four sections to write into. Write the letters in block capitals together as a dictation. Invite a few learners to write the letters on the board.

## Appendix 3

### Finger puppets



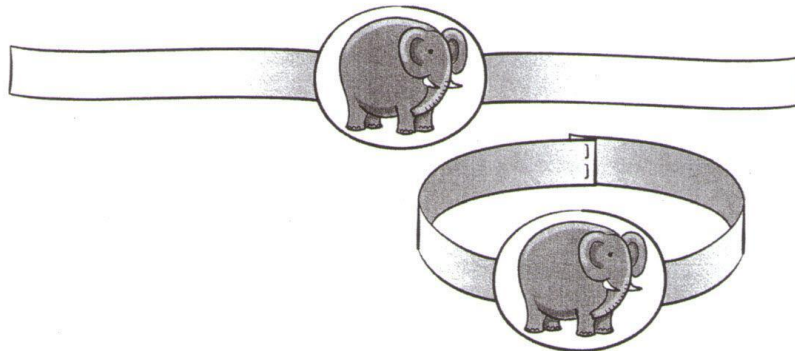
### Pencil puppets



### Paper bag puppet



### Character headbands



## Appendix 4

### Word search



#### Jumbled words

What are these places?

- ① cosloh    ② oskoboph    ③ dora    ④ icanme  
 ⑤ tarfyco    ⑥ ruqesa    ⑦ kabn    ⑧ teerts  
 ⑨ colpie naitso    ⑩ ubp

- |   |              |    |       |
|---|--------------|----|-------|
| 1 | ..... school | 6  | ..... |
| 2 | .....        | 7  | ..... |
| 3 | .....        | 8  | ..... |
| 4 | .....        | 9  | ..... |
| 5 | .....        | 10 | ..... |

#### A word circle

How many words can you make with the letters?  
You can use each letter only once in each word.



## **Appendix 5**

### ENERGETIC ACTION RHYME

Follow, follow, follow me.

Jump, jump, jump,

One, two, three!

(Other actions: run, hop, clap, wave)

### CALMING ACTION RHYME

(Children do the actions sitting down)

I can wiggle my fingers

I can wiggle my toes

I can wiggle my elbows

I can wiggle my nose.

No more wiggles

Look at me

I'm still

As still can be!

## STORY RHYME

(This rhyme can focus children's attention before a story)

It's time for a story,

One, two, three.

Are you ready?

Can you see?

Be very quiet.

Let's open the book.

What's going to happen?

Let's have a look.

## TAPPING CHANT

(This chant helps to concentrate and practice ear training. Children slap their knees or clap lightly. They follow the rhythm and repeat each line exactly as the teacher does and says it)

Tap. Tap. Touch your nose.

Tap-tap. Tap-tap. Touch your knees.

Tap-tap-tap. Tap-tap-tap. Touch your toes.





Appendix 6

**SONG**



1 Complete the song.

2 Listen and check.

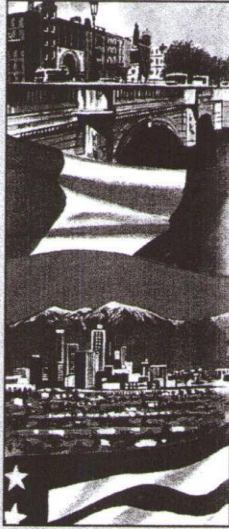
**Song for Sandy**

Hello, ..... Daniel.  
Am I on the radio?  
I'm ..... Dublin.  
Yes, it's a great city, I know.

My song is ..... a friend.  
She's seventeen today.  
Play a ..... for Sandy –  
You're our favourite DJ!

She isn't with me now –  
..... home is in LA.  
But play a song for Sandy  
And her friends in ..... USA.

Play ..... song for Sandy.  
Hope I see her again one day ...



**SONG**



Listen and sing.



**Head and shoulders**

Head and shoulders, knees  
and toes, knees and toes.

Head and shoulders, knees  
and toes, knees and toes.

Ears and eyes and mouth  
and nose.

Head and shoulders, knees  
and toes, knees and toes.

Sing along!

Come on everybody!



Come on, everybody,  
Stand up, stand!  
Stamp your feet  
And clap your hands!

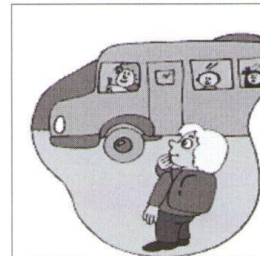
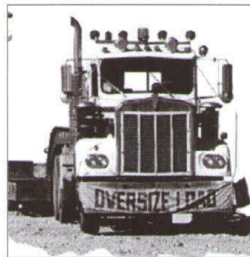
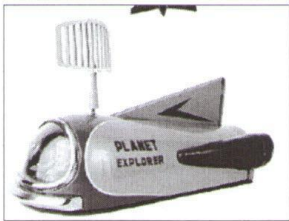
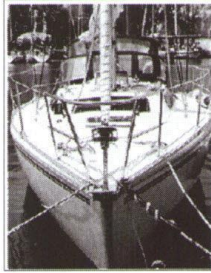
Come on, everybody,  
Sit down, sit!  
Clap your hands  
And stamp your feet!





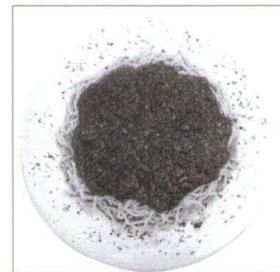
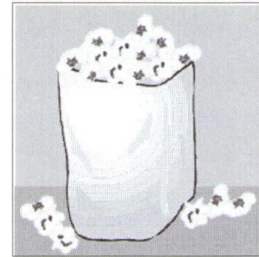
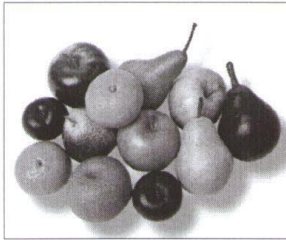
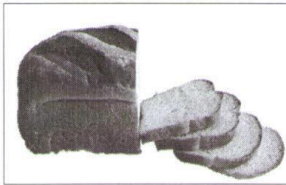
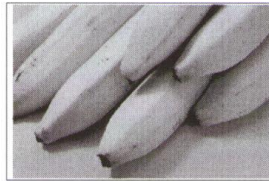
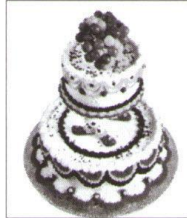
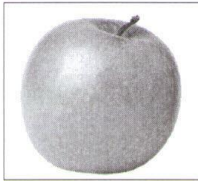
Appendix 7

Examples of flashcards  
Transport



Appendix 8

Food



# Appendix 9

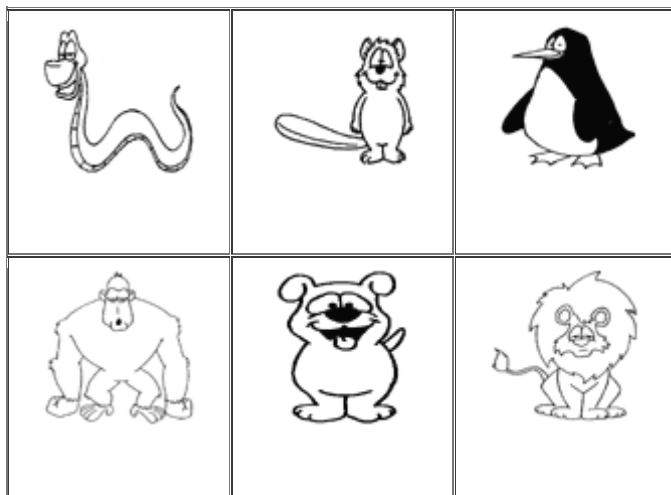
## Transport bingo

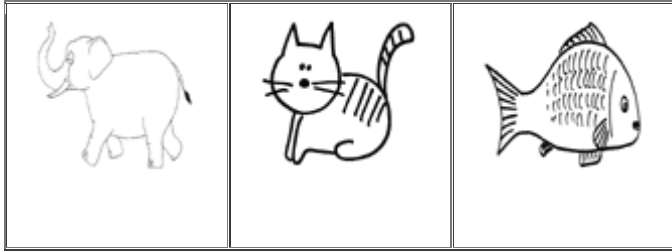


## Appendix 10

### Vocabulary games matching

gorilla
beaver
fish
penguin
cat
elephant
dog
lion
snake





green			
		clock	lckoc
		_____	nik
		_____	lgeu
		_____	hlakc
red		_____	kerarm
		_____	srerea
		_____	patserl
		_____	isscssro
		_____	oobk
		_____	

## Appendix 11

### Vocabulary Quiz with Images

1. eat



2. shout



3. clean



4. climb



5. cook



6. push



7. cry



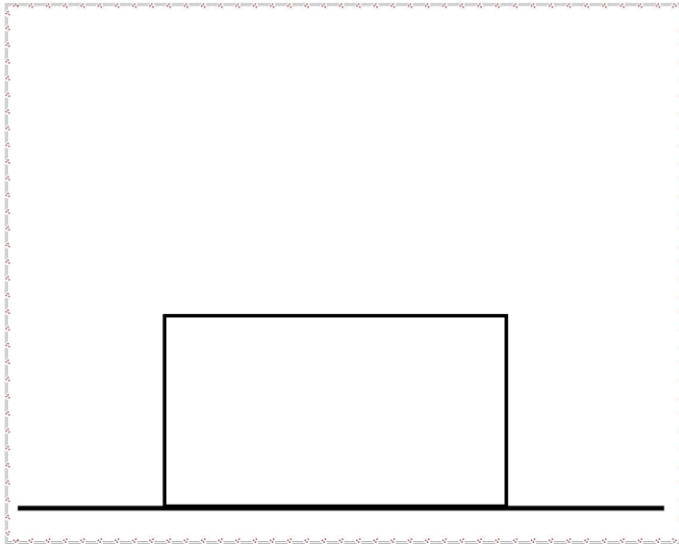
## Appendix 12

### Vocabulary games sorting (ordering)

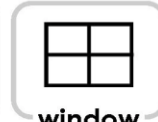
 angry	 happy	 surprised	
 cold	 sad	 afraid	
 sleepy	 hot		



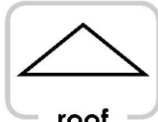
# Draw a house



door



window



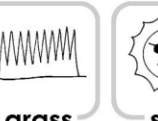
roof



chimney



flower



grass



sun



tree



cloud



## **2. LITHUANIAN SECTION**

### **History lesson plan 1**

Class: 5

Date: 21.10.2019

Subject: Zalgisis battle

Goals:

Based on knowledge, textbook information, exercise assignments, group work, students will become familiar with the Battle of Zalgiris and each will mark at least 2 correct statements out of 4.

Lesson Type: Mixed.

Methods: Group, team, independent work, mutual learning, brainstorming.

Tools: Slides, projector, student worksheets (for special needs students), princes portraits, self-assessment slides with assignments.

The course of the lesson:

Pupils' motivation: The words related to the Battle of Grunwald are named and the pupils guess the topic of the lesson.

Educational activities:

1. Post topic.
2. Announced task.
3. Presentation of the evaluation.

4. Work with a textbook. Reads, explains new concepts, maps, pencils in the book have conventional signs.
5. Work in groups. Find out places marked with a question mark: ask a friend, a teacher.
6. Teamwork. Two teams are formed: experts (gifted students) and teachers (intermediate students). The "teachers" team ask questions from a team of "experts" who do not use any tools and answer after consultation. This clarifies and repeats the theoretical material.
7. Break. He remembers how to determine the age by year (he studied mathematics), looks at the portraits of the princes, and tells them the age at which they lived. The volunteer student recites the poem "Pilen's Lullaby" (learned during the Lithuanian lesson).
8. Independent work. Perform exercises in exercise notebook, answer questions (slide ), discuss, complement each other's answers.
9. Test of knowledge, skills (appendix), self-evaluation (slide 6), evaluation of friends.
10. Summarizing and evaluating student work. In questions that develop critical thinking, students reflect on the learning outcomes through their responses. A note of appreciation and encouragement assesses each student's work and efforts.
11. End of Lesson.

\*\*\*

Students with special needs carry out tasks in worksheets prepared for them (joining the dots in the order indicated, misleading the castle, coloring the castle, Lithuanian flag, explaining the meaning of colors, etc.), presenting their work, students and teacher discussing and evaluating them.

## **INTEGRATED HISTORY AND GEOGRAPHY PROJECT ACTIVITY LESSON**

Class: 7

Date: 21.10.2019

Subject: Let's know Vilnius

Goals: To prepare an invitation-program for social science day using various sources of information, all events of which will be held in the places indicated by Vilnius Old Town.

- Present the prepared invitations, summarize the stages of project activities.

Lesson Type: Mixed.

Methods: group work, individual work.

Tools: Handouts, pens, colored sheets of paper, Internet access: [www.maps.lt](http://www.maps.lt)

The course of the lesson:

Phase 1. Three to five people (either teachers of the same subject or mixed history and geography teachers) grouped in one of the following locations in the Old Town of Vilnius:

- Cathedral Square

- Bernardine Garden (Sereikiškės Park)
- Vilnius University Building Complex
- Town Hall Square
- Gates of Dawn

Phase 2. In each place visited, attention should be paid to the objects of the place, which enable students to acquire knowledge and understanding of geography, history and citizenship. It is also possible to look at the objects of that place from another perspective, ie. y. when students can apply knowledge in a specific situation.

It is desirable to focus on the integration of these subjects (history, geography, citizenship).

Stage 3. In a group discussion, you need to anticipate what kind of project activities and creativity activities you might want your students to focus on. Let's assume that students will visit this place after a while and be able to complete your assignment while they are there.

Planning scheme for carrying out project activities is recommended.

- Location of project activities
- Purpose, tasks
- Measures required
- Planned activities (tasks)
- Expected results

Stage 4. Preliminary presentation of project activity simulation in Vilnius Old Town to other seminar participants, reflection.

## EVALUATION

The call-program is evaluated according to the criteria (see Annex 4):

- the abundance of relevant ideas presented (how many ideas were presented - summing up all the ideas presented in the parts of the exercise);
- flexibility of thinking (how many ideas are different);
- Originality (how many original ideas have been submitted, original ones are those that do not repeat in other groups, each is given a score);
- granularity (how much detail the problem has been dealt with, each part being judged on how detailed the problem analysis is. Maximum score for this part is 4).

Web-based assessment of key competences

## **IT and English LESSON**

Class: 5

Date: 10.12.2019

Subject: My favourite animal

Goals: • Repeat the vocabulary on animal topics and consolidate general and specific questions.

- Describe your favorite animal.
- Learn how to search for graphic information on the Internet and save it to your computer.
- Collect English text using the specified font and illustrate it.

Lesson Type: Mixed.

Methods:

questions-answers, individual work, presentation of student work.

The course of the lesson:

Teacher activity

1. The subject, objectives and tasks of the lesson are announced.
2. Slideshows on the screen (Appendix 1). Repeat vocabulary on animal topics and consolidate general and specific questions. The English teacher encourages students to speak a foreign language in an introductory conversation.
3. Introduce students to the task of selecting, describing, and illustrating their favorite animal. Teachers differentiate between tasks: learners in an adapted program are assigned an individual task (Appendix 2).
4. Pupils are taught to use the information provided on the Internet for their own use: to save the illustration on a computer. The IT teacher shows you how to put the information in the right folder.
5. The English teacher encourages students to remember and apply what they know about the topic. Encourages the use of available tools (textbook, vocabulary). The information technology teacher recalls the principles of working with a word processor, explains how to insert a picture into a text and determine its relation to the text, and defines the requirements for the main text element formats: font, style, size (Appendix 3).
6. Teachers monitor pupils' work, assist, correct where necessary.
7. Teachers invite several students to present their work.
8. Teachers appreciate the overall work of the class, praising not only the results but also the effort. Reminds me that the work I mark will be evaluated after reviewing the final product, the book of my favorite animal.
9. Ask students how they were doing or liking the lesson.

Student activity

1. Listens, watches slideshows on screen.

2. Monitors slideshows, actively engages in conversation, answers and questions.
3. Listens to the teacher's explanation, verifies information, and discusses workflow.
4. Monitors teacher work on screen and completes assignment.
5. Students listen and perform tasks as required: work independently, create text, format and illustrate it, use handouts, learning tools, and check spelling of words in dictionaries.
6. Pupils work individually and consult with the teacher when needed.
7. Pupils observe and value the works created by their friends.
8. Listen attentively, delight in the results of your work.
9. Express your opinion.

#### Teacher reflection

The lesson is conducted in a computer classroom as it is needed to complete individual tasks. Students record their work on a computer and present it using multimedia. Teachers prepare handouts for students and use pre-made slides in class.

The lesson succeeded, the students felt safe, understood the assignment and did everything according to the requirements.

## **IT and Maths LESSON**

Class: 8

Date: 26.11.2019

Subject: SCREENING FUNCTIONAL GRAPHICS WITH A CALCULATOR

Goals: • Repeat linear and quadratic functions, their properties, graph plotting.

- Learn to draw graphs of functions not previously addressed.
- Demonstrate transformations of functions.
- To teach how to create function value tables in a spreadsheet.
- Learn how to plot function graphs using a pie chart.

Lesson Type: Mixed.



Methods:

questions-answers, individual work.

Tools:

teacher-made slides with examples of repetition and assignments,

- handouts - tasks,
- MS Excel spreadsheet,
- E-mail,
- computers,
- multimedia projector,
- screen.

The course of the lesson:

Teacher activity

1. The subject, objectives and tasks of the lesson are announced.
2. Slideshows are displayed on the screen. Repeat linear functions, their properties, graphs.
3. Draw a graph of specified linear functions on a spreadsheet. An IT teacher shows you how to plot a linear function on a spreadsheet and how to arrange that graph.
4. The slide shows on the screen. Repeatable quadratic functions, their properties, graph plotting.
5. Draw a graph of specified quadratic functions on a spreadsheet. An IT teacher shows you how to plot a quadratic function in a spreadsheet and how to arrange that graph.

6. Individual task in a spreadsheet to plot graphs of features not yet addressed. An information technology teacher shows you how to plot function charts and how to organize them.
7. Instruct students to email their teachers the completed assignment for grading.
8. Distinguished homework.
9. Ask students what they have done and liked drawing graphs of features on a spreadsheet.

#### Student activity

1. Listens, watches slideshows on screen.
2. Monitors slideshows, answers questions, debates.
3. Monitors teacher work on screen and completes assignment. Plot the remaining functions as an example
4. Monitor slideshow, answer questions, discuss.
5. Monitors teacher work on screen and completes assignment. Plot the remaining functions as an example
6. Monitors the teacher on-screen and completes the assignment. Plot the remaining functions as an example
7. Save your work under the given name and email it to the addresses given to the teachers.
8. Reads the condition and asks what is unclear.
9. Express your opinion

#### Teacher reflection

The lesson is conducted in a computer classroom as it is needed to complete individual tasks. The students record their work on a computer, and the homework is sent to both teachers via email. Teachers prepare handouts for students and use pre-made slides in class.

The lesson succeeded, the pupils felt safe, understood the task, and the pupils learning from the adapted curriculum did a great job. The work was going smoothly, but the tasks should be reviewed and slightly reduced.

## **Science lesson plan 1**

Class: 3

Date: 18.09.2019

Subject: What can be found in the depths of Lithuanian land?

Goals:

- Finding and identifying selected mineral deposits on a map of Lithuania based on conventional signs.

- Based on the information in the textbook and the information provided by friends, independently identify and name 3-6 useful minerals found in Lithuania and explain what they are used for in economic activities.

Lesson Type: Mixed.

Methods: Couple work, self-study, demonstration, case study, map work.

Tools: Presentation, assignment sheets, self-assessment sheets. Examples of minerals (sand, peat, limestone, gravel, clay, amber, mineral water).

The course of the lesson:

#### I. Beginning of Lesson.

Interest (finding out what students already know)

a) Students are given examples of sand, clay, gravel, limestone, peat, chalk. Pupils need to look, examine and name (what the teacher fails to recognize). Consideration is given to where these substances come from. It is decided that they are mined, that is, extracted from the ground.

b) Publication of topic and goals.

#### II. The course of the lesson

a) Working with the map

A couple of students get a card with a fossil mark, find out what the fossil mark is, and use the map in the textbook to identify where they are found and to tell their friends.

b) Working with a textbook

In the textbook, students find and read the statement of the theoretical part about the selected mineral.

Six students searched in advance for information on selected minerals online and in encyclopedias. They present the most popular minerals extracted in Lithuania (sand, clay, gravel, peat, oil, mineral water). Material illustrated by teacher and student slides

c) Independent work in exercise notebook (pp. 12-13)

Students complete selected tasks in the exercise notebook. The fossils found in Lithuania, where they are extracted, are repeated and consolidated.

III. Generalization, self-evaluation, reflection

A visual task (appendix 3) to verify the success of the identification of mineral resources and their use in economic activities.

The teacher demonstrates the questions in the presentation and the students write down the answers on the answer sheets.

After completing their work, the students check and evaluate themselves on the self-assessment chart.

The students' answers and self-assessments are discussed and the students express their thoughts on the lesson.

## **Science lesson plan 2**

Class: 5

Date: 17.09.2019

Subject: We are doing well. And for others?

Goals:

- Identify the disasters that people in other countries are suffering from;
- Find out which disasters are preventable and which are beyond human will;

Lesson Type: Mixed.

Methods: lesson, group work, conversation, discussion.

Tools: Multimedia ("Causes of Poverty" video, "We are doing well. What about others?")

The course of the lesson

I. Organizational part:

1. Greeting.

2. Psychological regulation of work.

II. Submitting a new topic.

In fact, we are living in the "mouth of God": Lithuania is not devastated by earthquakes, volcanic eruptions, terrible hurricanes, unstoppable floods, hunger, wars, terrorist attacks. Naturally, disasters also befall us, but most of them are contained. These include fires, accidents, and other accidents for which most people are responsible. It is not so safe and good to live in every country. Some people in the world are doomed to constant tension: fear of a possible earthquake, hurricane, drought, or flood; a significant number of Earth inhabitants are involved in wars, strife; there are countries that cannot prevent epidemics of disease due to poverty.

Lithuanians used to moan. But do we have a reason to whine and moan about our troubles? They are so small compared to real disasters. Naturally, we need to strive for a higher quality of life in our own country as well. This requires understanding the causes, naming them and trying to eliminate them. There is a need to learn responsibility for the life of one's own country and other less successful countries.

III. Screening of the film "Causes of Poverty".

IV. Video discussion, conversation.

Students understand the concepts of drought, flood, fire, earthquake, hurricane, catastrophes, wars, terrorism, hunger, poverty, corruption, unemployment. Identifies natural disasters that cause terrible grief and misery to people in other countries.

V. "Presentations" We are doing well. And for others? "Demonstration.

The students group human calamities into separate groups: natural disasters and man-made disasters. The class divides into three groups. The first group identifies and analyzes the significance of natural disasters and describes them. The second group identifies the causes, effects and potential for man-made disasters. The third group explains that poverty and misery can also occur for other reasons (illness, fire, old age, job loss, etc.) and whether all people could live equally well.

VI. Discussion "What is done to reduce poverty?"

Pupils explain what is being done to reduce poverty not only in other countries but also in our country. What the government should do and what the people themselves should do. And how do we feel and help the needy near us?

VII. Lesson summary, discussion.

Students are asked to say what they found interesting and useful, and what did they learn?

Short talk-reflection. There is a poem by A. Baltakis, "How Much Does a Man Need," which is on the last slide of the presentation.

VIII. Completion of lesson:

Students are praised for their work in the classroom, for their knowledge, activity and willingness to learn as much as possible.

### **3.GREEK SECTION**

#### **Language - Elementary Elementary- Lesson plan 1**

#### **Section 4: The animals that live near us**



## Unity goals

### Section 4: The animals that live near us

We describe animals

We are talking about human behavior towards animals

We use adjectives and shares with adjective function

We use articles correctly (definitively and indefinitely)

We incline adjectives to -s, -s, and -s, -s, -s

## Animal Stories





Magas

## Penelope Delta



Penelope Delta was born in Alexandria in 1874 and ended her life on May 2, 1941. She was the daughter of the national benefactor Emmanuel Benakis and had met prominent personalities such as Eleftherios Venizelos and Nikolaos Plastiras. She first appeared in letters at a young age, publishing her work in Alexandria's Essay Ready magazine. In 1909 her novel is published For the Homeland , the following year the fairy tale without a name and a year later the historical novel At the time of the Bulgarian

assassination . In 1915 he published in Athens the Tales and more . Shortly after the final, Adult Irresistible Short Stories (1921) and The Life of Christ are published (1925).

In 1925 the first symptoms of the illness that kept her at home for the rest of her life appeared. In 1935 Magas is published and two years later the historical novel The Secrets of the Swamp . He had already been issued Trelantonis (1932), in which he describes the childhood adventures of her younger brother. It is inspired by religious tradition, Byzantine history and the Macedonian struggle. Her work has come to fill a large gap in children's literature.

## THE MAGGOT ANIMAL DESCRIPTION - THE MAGICIAN Tender and Milo

### The story of Tenn



Paper hero "born" on January 10, 1929 from the pen of Belgian comedian Georges Remy (1907-1983), better known as Erze. His first stories were published in the youth insert of the Brussels newspaper "20th Century".

Tintin is a blond-haired young man who works as a reporter and

engages in incredible mystery adventures in every corner of the planet, along with his faithful dog Milo, a white-haired fox terrier.

Milo is identified with Teden and for many years the series was titled "The Adventures of Ted and Milo". In these stories, his role is very important, as he is the only companion of the hero. He normally talks to Teden, says his opinion, disagrees and advises. Their genuine commitment, however, does not overlook differences in character and tendencies for independence. Milo is more firmly on his feet, and Teden thinks nothing of the success of his mission.



## Adjectives in -s, -s, -s, -s, -s

### ΘΗΛΥΚΑ ΕΠΙΘΕΤΑ ΣΕ -ΙΑ

	Ενικός αριθμός	Πληθυντικός αριθμός
Ονομαστική	η σταχτιά	οι σταχτιές
Γενική	της σταχτιάς	των σταχτιών
Αιτιατική	τη σταχτιά	τις σταχτιές
Κλητική	σταχτιά	σταχτιές

Έτσι κλίνονται τα: βυσσινής, θαλασσής, καφετής, κεραμιδής, τριανταφυλλής, χρυσαφής, κ.ά.



**Language - Elementary Elementary-Lesson plan 2**  
**Section 6: Our friends, our friends**



Unity goals

Section 6: Our friends, our friends

- We write letters and invitations to friends
- We describe activities with friends
- We change the straight to sideways and the sideways to straight
- We recognize and use the effective and final sentences correctly

- Friends from other countries



### Final suggestions

**Ultimate** are the subordinate proposals that reveal the purpose of an action

## Τελικές προτάσεις

Τελικές λέγονται οι εξαρτημένες προτάσεις που φανερώνουν το σκοπό μιας ενέργειας.

Οι τελικές προτάσεις εισάγονται με τους συνδέσμους:

για να, να, για να μη, να μη, μη

Οι τελικές προτάσεις χωρίζονται με κόμμα από τις προτάσεις που προσδιορίζουν, εκτός και αν αρχίζουν με το να

Έτρεχε, για να μη χάσει το πλοίο.

αλλά

Έτρεχε να μη χάσει το πλοίο.



### Example

He left immediately to catch the bus .

The final sentences are inserted with the links:

**for, yes, for no, no, no**

Final sentences are separated by commas from the proposals they specify, unless they begin with “to”.

HOW TO WRITE A LETTER  
WORKSHEETS

Stories with friends



**Ideogram of friendship**



Φ · Ι · Λ · Ο · Ι

ΓΙΑ ΠΑΝΤΑ



Ιδεόγραμμα της φιλίας

## Science lesson plan 1 :Heat

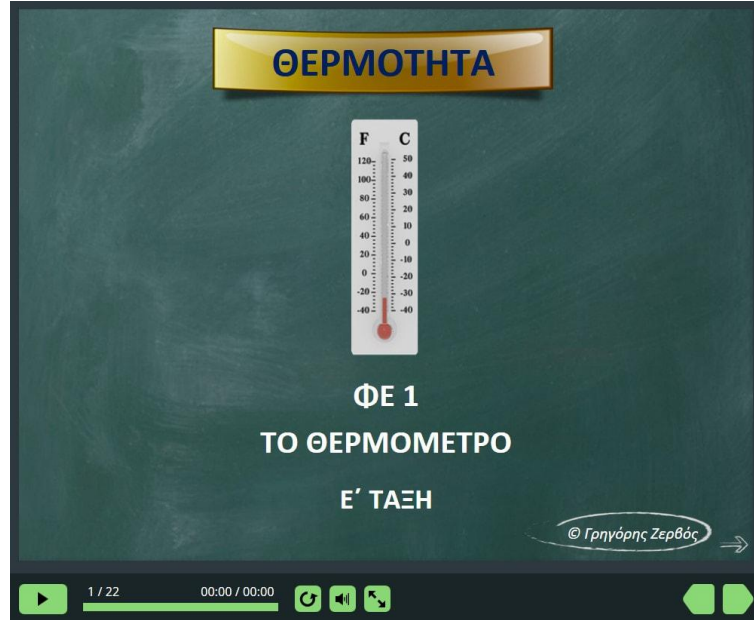


Unity goals

Chapter 5: Heat

In this chapter students will study the physical size of "heat" from the physical size of temperature, they will study heat phenomena, such as the contraction and dilation of solid liquids and gases, as well as phenomena related to the change of physical state.

## The thermometer



Heat is a form of energy. The main source of energy for the Earth is the Sun. In winter the energy coming to us from the Sun is less than in summer, so the temperature is lower. In winter we need extra energy to heat the places we live in.

With special instruments, thermometers, we can accurately measure our body temperature. The normal human temperature is about 37C. Miraculously the human body keeps this temperature constant, unless we are sick. But we do not only use thermometers to measure our body temperature. We see them around us everyday: at home, in the car, in the refrigerators ...

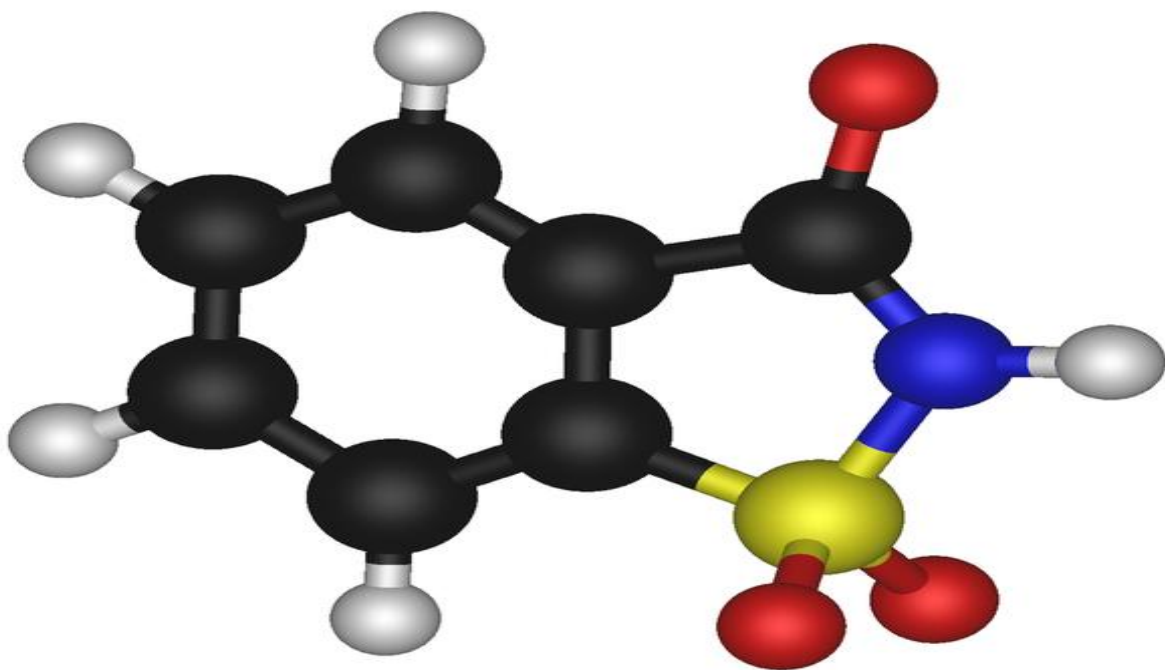
### Conclusion

Touch sensing temperature estimation is not accurate.

### Conclusion

Celsius placed a thermometer in a container of clear water and ice cubes. At the point where the liquid level was at the thermometer, note the number 0. Then, place the thermometer in a boiling water container and note the number 100. Then divide the interval from 0 to 100 into 100 equal parts and call it each part 1 degree.

## Science lesson plan 2: Material Bodies



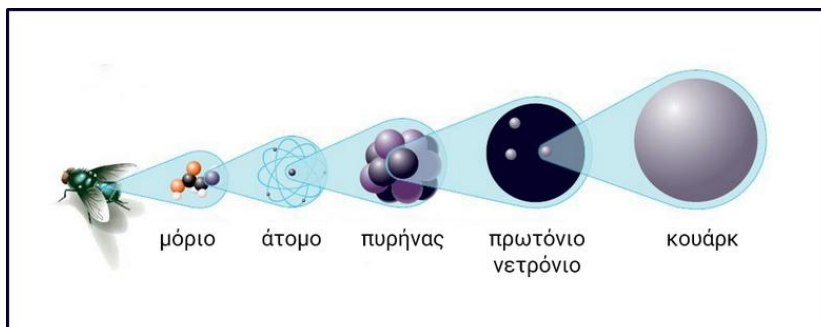
## Unity goals

### Chapter 1: Material Bodies

In this chapter, students will gain basic knowledge of the mass, volume and density of material bodies.

#### Structure of Matter - Introduction

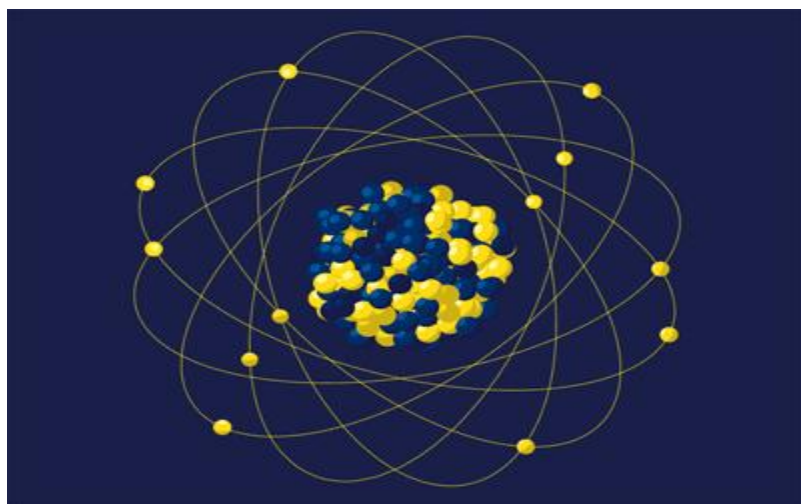
Introduction to The structure of the Material will help you to understand the concepts better of the following chapters. There is no corresponding chapter in the Workbook.



#### Structure of matter

Everything in the universe is matter. The Earth, the seas, the air, the Sun, the stars. Everything that one observes, that can touch or feel, is matter.

Matter can be converted into energy and energy into matter . Matter and energy based on balance in the universe.



### Molecule

The molecule is the smallest particle of matter that retains the properties of the body to which it belongs.

Sugar is sweet. The same as its molecule, if we could isolate it.

### Atom

The molecules are made up of even smaller particles, atoms. The atom is the smallest particle of matter that can combine with other atoms to form molecules.

Atoms are made up of even smaller particles, protons, neutrons, and electrons . proton neutron nucleus electrons

Protons and neutrons also consist of smaller particles, quarks . electrons fundamental or elementary quark particles

As early as the 5th century BC, Democritus , with no modern instruments at his disposal, argued that, if we cut matter into ever smaller pieces, we would eventually reach an indivisible particle. Named this particle " atom ", from the deprivation "a" and the word "intersect" which means cut, divide. So the word non-atom means what is not cut, not divided.

## **Geography lesson plan 1 - Elementary Elementary The natural environment of Greece (chapters 6-9)**

### CULTURAL MAP OF GREECE



**Key terms:** mainland greece, island greece, peninsula, cape, coastline, coastline, canal, isthmus, bay, bay, gorge, horizontal partition



The shape of Greece

In this chapter you will learn:  
*To see the different regions of Greece on the map*  
*Find Greece on every map*







Our homeland is a **peninsula**

surrounded by small and large islands. The elongated trunk of the peninsula constitutes **mainland Greece** , while all islands constitute **island Greece** .

Greece, the country of the islands, has more than 2,000 islands scattered throughout the Aegean, Ionian and Cretan seas.

Everyone has their own beauty. Of these, 225 are populated, while the rest are rocky islands, where rare seabirds find refuge.

## The Mediterranean Sea



The position of Greece

**In this chapter you will learn:**  
*Find Greece's position on the map of the Balkans, Europe and the Earth*  
*The borders of Greece*



«Σταυροδρόμι τριών ηπείρων» 'Crossroads of three continents'

## Η θέση της Ελλάδας



© Γεώργιος Γιαννής

In the countries around us there are people who speak different languages, have different religions, different customs and cultures. That is, in our country our culture meets cultures from Europe, Asia and Africa. Over the centuries we have developed relationships with these peoples and many of their habits have become ours. Many elements of their cultures are found in our language, our music, and our traditions, just as our own cultural elements have been assimilated by them.

—

**THE BALKAN COUNTRIES**  
**THE FLAGS OF THE BALKAN COUNTRIES**



## 4. ROMANIAN SECTION

### PHYSICS LESSON PLAN

By teacher Rotaru Cătălina

<p>LESSON PLAN TEMPLATE  <b>STOP ESL! START INTERDISCIPLINARY EDUCATION FOR FUTURE</b></p>
--

Teacher:	ROTARU CATALINA
Subject /Course:	THE SPEED
Topic:	Physics
Level:	12 – 16 year
Lesson duration:	100 min
Lesson objectives:	<ol style="list-style-type: none"> <li>1) To discover the famous science person Henry Coandă</li> <li>2) To know the speed. <b>Definition. Speed formula. Unit of measurement</b></li> <li>3) To know the speed expressed in different units of measurement and apply these: <b>m/s; km / h; m / min; km / min</b></li> <li>4) To solve simple problems using light and sound speed values: <b>calculate the distance between the Earth and the Sun and how long the echo is heard depending of the distance between the source and the obstacle.</b></li> <li>5) Communicate in English</li> <li>6) Assume roles and team tasks</li> <li>7) To transfer the theoretical knowledge learned in different contexts</li> </ol>
General skills developed	<ul style="list-style-type: none"> <li>*Interpersonal and interrelation communication - Assign roles and team tasks</li> <li>* Communication in English</li> <li>*Mathematical skills in science and technology - through the proposed scientific topic</li> <li>*Entrepreneurial skills - Learn to use open sources from Internet</li> <li>*Digital skills – making digital games on LearningApps platform - <a href="https://learningapps.org/">https://learningapps.org/</a></li> <li>*Mind skills – solve tangram, Sudoku, puzzle</li> </ul>

Summary of tasks/ actions:
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**\* Pupils will discover the famous science person Henry Coandă:**

At the beginning the class will be split in 4 groups by choosing a number.

**Task 1** – each group solve a different puzzle: Henry Coanda foto; Romanian map; turbo engine; helicopter

**Task 2** - Each group will participate at the "Treasure Hunt": Which is the name of Romanian International Airport of Otopeni and why. Who is Henri Coandă and why he is famous. Pupils will have a text that lacks words that they will find as they go through the game's route about the task.

**Knowledge – Theory** presentation – of the SPEED – ppt presentation

**Task 3** – Independent work - each pupil will have paper work sheet – to transform the speed in different measurement units: m/s; km / h; m / min; km / min with an example.

**Task 4** - Team work record –in one table they have the speeds of some transport vehicle with its speed and pupils must fill in the two columns of the table expressing their speeds in km/h or m/s.

**Task 5** – Independent work - each pupil will have paper work sheet with 2 problems where they use the speed formula.

**CONCLUSIONS:** Pupils will learn about the speed, different units measurements of it, solve problems using speed formula.

**FEEDBACK:** to transfer the knowledge in different contexts

Independent work do an SUDOKU – type to travel - terrestrial, air, naval – each pupil have to choose the means of transport in such a way that the line and the column do not repeat the driving environment.

Independent work making an Tangram using different models

**Materials/equipment:**

**EQUIPMENT:** Laptop, Internet connection, video projector, mobile phone, tablets  
Work sheets  
Foto, Tangram pieces, scissors and glue

**References:**

"World News: Dr Henri Coanda". Flight: 76. 18 January 1973.

^ Jump up to:a b c d Sandachi, George-Paul (2010). "1910 – centenarul geniului aeronautic romanesc – 2010" (PDF). Cer Senin, Editie Speciala (in Romanian). 3: 15.

^ "Machine volante Coanda". L'Aérophile (in French). 16: 93. 1 March 1908.

^ Jump up to:a b c d e f g Stine, G. Harry (August–September 1989). "The Rises and Falls of Henri-Marie Coanda". Air & Space Smithsonian. Washington, D.C.: Smithsonian Institution. 4 (3): 90–95. ISSN 0886-2257.

Physics book 6 grade – EDP, authors Bostan Carmen, Stoica Ioana, Perjoiu Rodica, Țura Mariana

Take home tasks:

To solve 2 QR-codes exercises

## TEACHER MATERIALS - Treasure Hunt

### Work sheet – 1 - The Bucharest International Airport



Bucharest Henri Coandă International Airport (Romanian: Aeroportul Internațional Henri Coandă București) is Romania's busiest international airport, located in Otopeni, 16.5 km north of Bucharest's city center.

The airport is named after Romanian flight pioneer Henri Coandă, builder of Coandă-1910 aircraft and discoverer of the Coandă effect of fluidics.

International Airport serves as headquarters for TAROM, the country's national airline. It also serves as a base of operations for low-cost airlines Blue Air, Ryanair and Wizz Air.

### **Treasure Hunt - Work sheet – 2: Henry Coandă**



Henry Coandă, in 1967

Was born in 7 June 1886 and died in 25 November 1972

Henry Coandă was a Romanian inventor, aerodynamics pioneer, and builder of an experimental aircraft (the Coandă-1910) described by Coandă in the mid-1950s as the world's first jet a controversial claim disputed by some and supported by others. He invented a great number of devices, designed a "flying saucer" and discovered the Coandă effect of fluid dynamics.

Henry Coandă attended Elementary school and first 3 years in Bucharest. In the last year he was transferred to the Military High School in Iași. He continued his studies at the School of Artillery, Military, and Naval Engineering in Bucharest. He graduated as an artillery officer, but he was



more interested in the technical problems of flight. In 1905, he built a missile-aeroplane for the Romanian Army. He continued his studies (1907–08) at the Montefiore Institute in Liège, Belgium and in 1910 he graduated also École Nationale Supérieure d'Ingénieurs en Construction Aéronautique in Paris in aeronautical engineers.

**Treasure Hunt - Work sheet – 3: Henry Coandă worked:**



as technical manager of the Bristol Aeroplane Company in the United Kingdom, where he designed several aeroplanes known as the Bristol-Coanda Monoplanes between 1911 and 1914;

between 1915 – 1918 working for Delaunay-Belleville in Saint-Denis, France where he designed and built three different models of propeller aeroplane in the years between the wars, he continued travelling and inventing. During early 1930 he used the same principle, Coandă effect, as the basis for the design of a disc-shaped aircraft called Aerodina Lenticulară (lens-shaped aerodyne), a "flying saucer" shaped aircraft that used an unspecified source of high-pressure gases to flow through a ring-shaped vent system in 1969 he returned to spend his last days in his native Romania, where he served as director of the Institute for Scientific and Technical Creation

(INCREST) and in 1971 reorganized, along with professor Elie Carafoli, the Department of Aeronautical Engineering of the Polytechnic University of Bucharest, spinning it off from the Department of Mechanical Engineering.

**Treasure Hunt - Work sheet – 4: Henry Coandă was known for:**



"The Only Aeroplanes Without Propellers".  
This promotional brochure was available at  
the Paris salon in 1910

designed by Romanian inventor Henri Coandă, was an unconventional sesquiplane aircraft powered by a ducted fan called the "turbo-propulseur" or "turbo-engine" by Coandă, its experimental engine consisted of a conventional piston engine driving a multi-bladed centrifugal blower which exhausted into a duct. The unusual aircraft attracted attention at the Second International Aeronautical Exhibition in Paris in October 1910, being the only exhibit without a propeller, but the aircraft was not displayed afterwards and it fell from public awareness. Coandă used a similar turbo-propulseur to drive a snow sledge, but he did not develop it further for aircraft.

Due to some major design defects, Henri Coanda's aircraft could never take off, so the first creators of some powered airplanes powered by a turbo engine are considered to be Hans von Ohain and Frank Whittle.

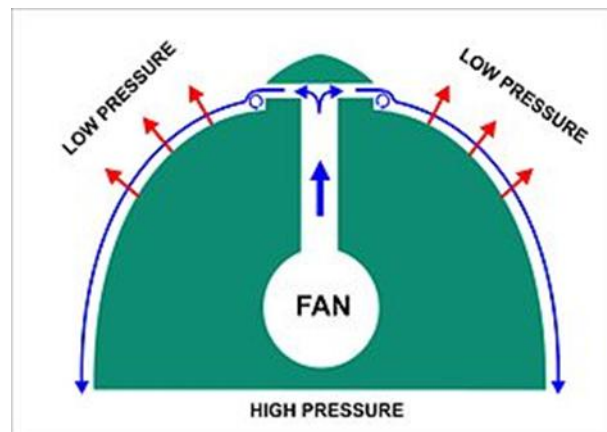
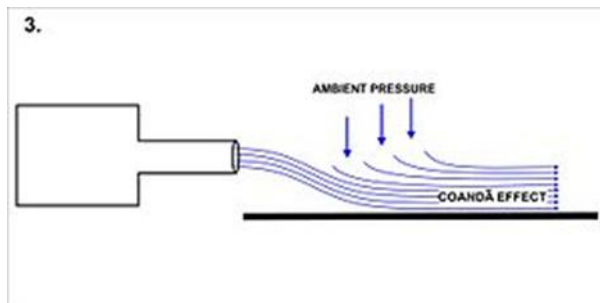
The turbo engine is the simplest and oldest reaction engine, being used in high-speed airplanes where the relatively small front surface and the high velocity of the evacuation make an advantage. The turbine extracts from the gas stream only the energy required to rotate the compressor, leaving the remaining energy to produce as much traction as possible.



Full-scale replica of the Coandă-1910 at the National Military Museum in Bucharest

### Treasure Hunt - Work sheet –5: Henry Coandă was known for:

#### The Coandă effect



is the tendency of a fluid jet to stay attached to a convex surface. As described by Henri Coandă in different patents: "the tendency of a jet of fluid emerging from an orifice to follow an adjacent flat or curved surface and to entrain fluid from the surroundings so that a region of lower pressure develops." The pressure effect, which is usually not indicated, is fundamental for the comprehension of the Coandă effect. The effect was described as the "deviation of a plain jet of a fluid that penetrates another fluid in the vicinity of a convex wall."

The principle was named after Romanian aerodynamics pioneer Henri Coandă, who was the first to recognize the practical application of the phenomenon in aircraft development.

Henri Coandă identified this effect during experiments with his Coandă-1910 aircraft, which mounted an unusual engine designed by himself. The motor-driven turbine pushed hot air rearward, and Coandă noticed that the airflow was attracted to nearby surfaces.

**The explanation of the phenomenon:** Coandă effect causes the sheet of fluid to cling to the curved outer surface of the engine. The entrainment of the ambient fluid into the stream flowing over the bullet, causes a low pressure area above the bullet. This, together with the ambient ("high") pressure below the bullet causes lift, or, if mounted horizontally, forward motion in the direction of the apex of the bullet.

The Coandă effect can be induced in any fluid, and is therefore equally effective in water as in air.

### **Treasure Hunt - Work sheet –6:**

#### **Experiment to Observing the Coanda Effect:**

On the table you have:

- plastic box
- ping –pong ball
- bottle with colour water

Allow a stream of flowing water to flow directing at an angle over a ping-pong ball.

What did you see? .....

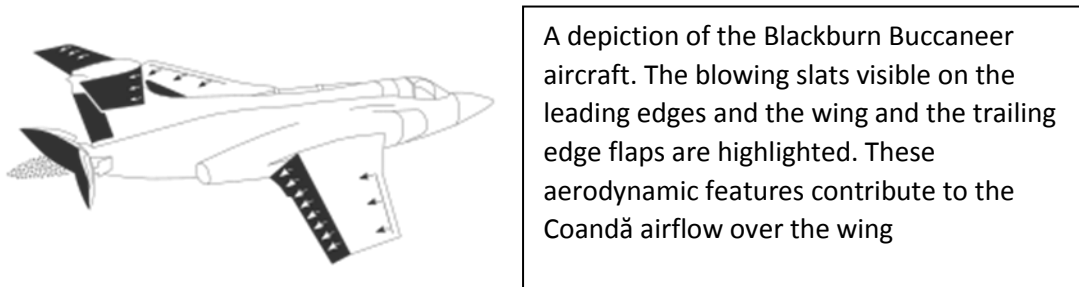
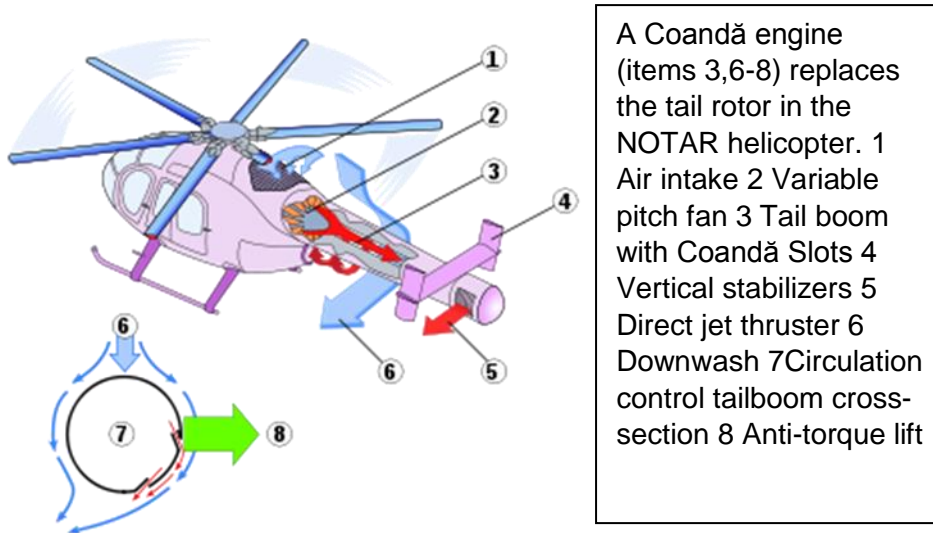
How is the form of water jet? .....

Do you noticed how the water jets flow in the convex form of the ball (dress the ball) and rotates due the jets of water?

**Treasure Hunt - Work sheet –7:**

**Applications of the Coandă effect**

The Coandă effect has important applications in various high-lift devices on aircraft - capable of taking off and landing vertically. The air moving over the wing can be "bent down" towards the ground using flaps and a jet sheet blowing over the curved surface of the top of the wing. The bending of the flow results in aerodynamic lift.



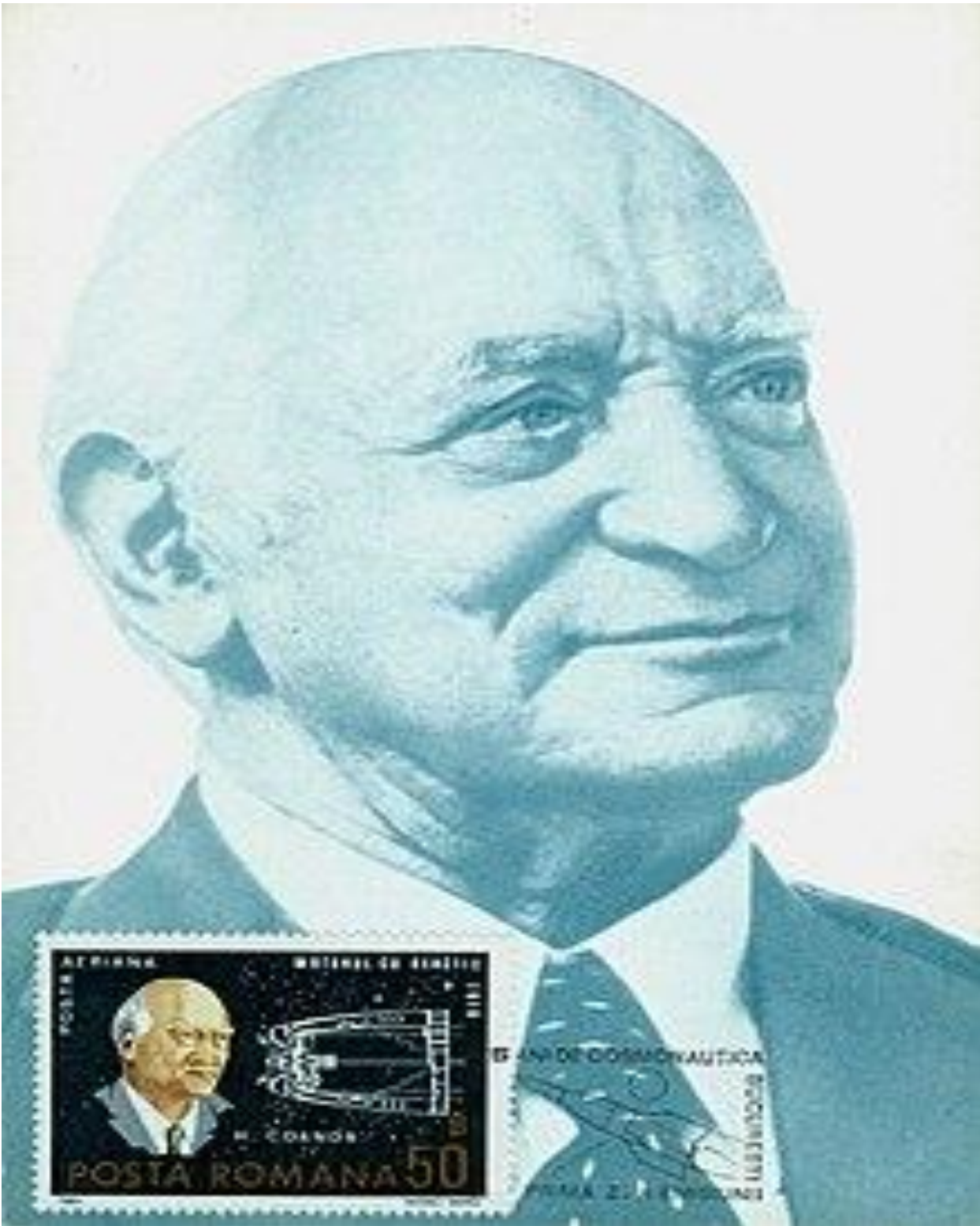


In air conditioning, the Coandă effect is exploited to increase the throw of a ceiling mounted diffuser. Because the Coandă effect causes air discharged from the diffuser to "stick" to the ceiling, it travels farther before dropping for the same discharge velocity than it would if the diffuser were mounted in free air, without the neighbouring ceiling.

PUPILS MATERIALS:

**Work sheet - A**

Solving this puzzle you can participate in the next game names "Treasure Hunt":



**Worksheet - B**

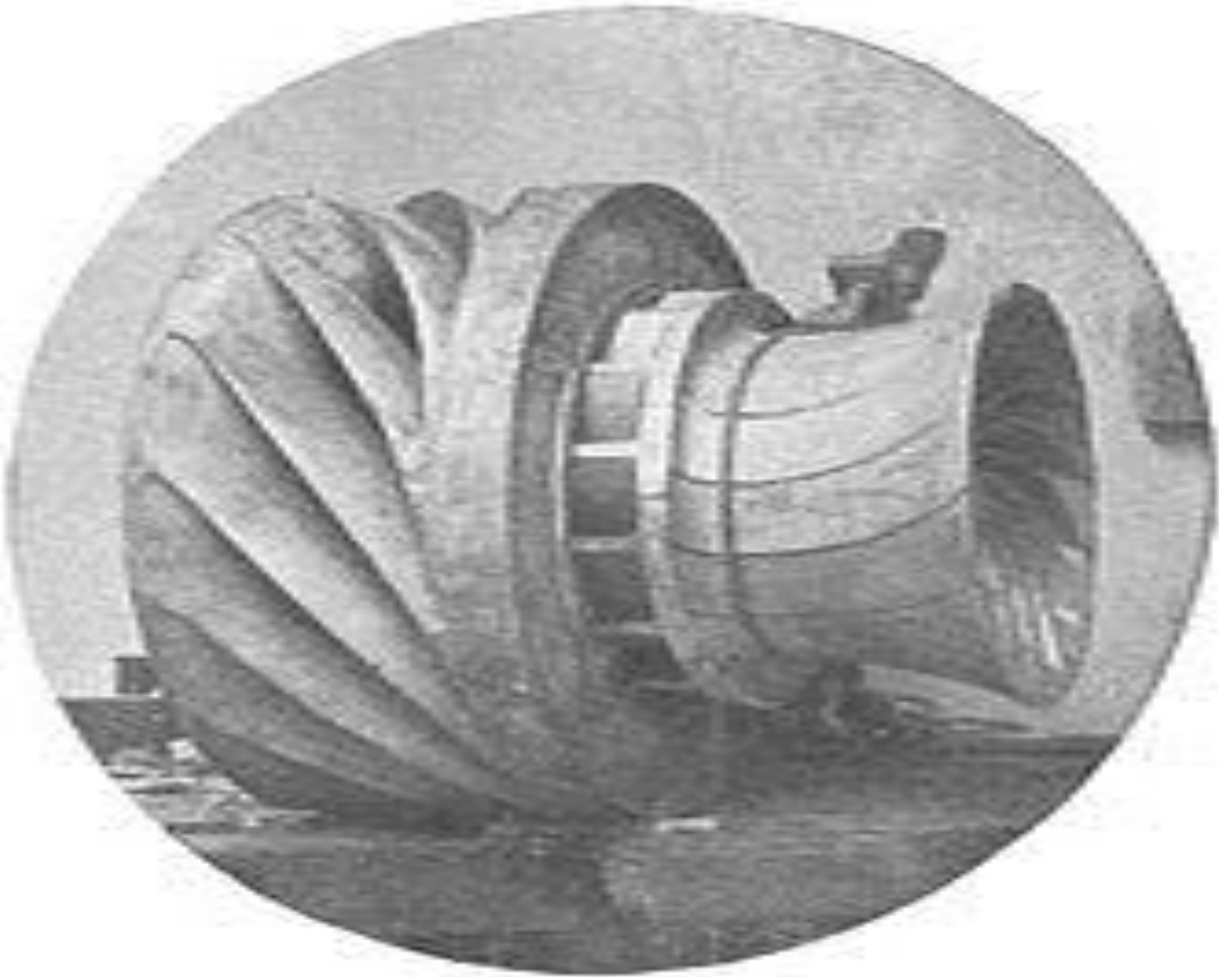
Solving this puzzle you can participate in the next game names: "Treasure Hunt"





**Work sheet - C**

Solving this puzzle you can participate in the next game names: "Treasure Hunt"



## **Work sheet - D**

Solving this puzzle you can participate in the next game names: "Treasure Hunt"



**Treasure Hunt - Work sheet – 1: The Bucharest International Airport**



Fill the following text using the support sheet:

**Bucharest** ..... **International Airport** (Romanian: *Aeroportul Internațional Henri Coandă București*) is Romania's busiest international airport, located in ....., 16.5 km north of Bucharest's city center.

The airport is named after ..... Henri Coandă, builder of ..... and discoverer of the .....

International Airport serves as headquarters for....., the country's national airline. It also serves as a base of operations for low-cost airlines Blue Air, Ryanair and Wizz Air.

Fill the following text using the support sheet:



Henry Coandă, in 1967

Was ..... in 7 June 1886 and died in 25 ..... 1972

Henry Coandă was a Romanian ....., aerodynamics pioneer, and builder of an experimental aircraft (the Coandă-1910) described by Coandă in the mid-1950s as the world's ..... a controversial claim disputed by some and supported by others. He invented a great number of devices, designed a "....." and discovered the Coandă effect of fluid dynamics.

Henry Coandă attended Elementary school and first 3 years in Bucharest. In the last year he was transferred to the ..... He continued his studies at the School of Artillery, Military, and Naval Engineering in Bucharest. He graduated as an artillery officer, but he was more interested in the technical problems of ..... In 1905, he built a missile-aeroplane for the Romanian Army. He continued his studies (1907–08) at the Montefiore Institute in Liège, Belgium and in 1910 he graduated also ..... en Construction Aéronautique in Paris in aeronautical engineers.

**Treasure Hunt - Work sheet – 3: Henry Coandă worked:**



**Fill the following text using the support sheet:**

as technical manager of the ..... in the United Kingdom, where he designed several aeroplanes known as the Bristol-Coanda ..... between 1911 and 1914;

between ..... working for Delaunay-Belleville in Saint-Denis, France where he designed and built three different models of .....

in the years between the wars, he continued travelling and inventing. During early 1930 he used the same principle, ....., as the basis for the design of a disc-shaped aircraft called ..... (lens-shaped aerodyne), a "....." shaped aircraft that used an unspecified source of ..... gases to flow through a ring-shaped vent system in 1969 he returned to spend his last days in his native ....., where he served as director of the Institute for Scientific and Technical ..... (INCREST) and in 1971 reorganized, along with professor Elie Carafoli, the Department of ..... of the Polytechnic University of Bucharest, spinning it off from the Department of Mechanical Engineering.

**Treasure Hunt - Work sheet – 4: Henry Coandă was known for:**

**The Coandă-1910**

**Fill the following text using the support sheet:**



"The Only Aeroplanes Without Propellers". This promotional brochure was available at the Paris salon in 1910

designed by Romanian inventor Henri Coandă, was an unconventional sesquiplane aircraft powered by a ducted fan called the "....." or "turbo-engine" by Coandă, its experimental engine consisted of a conventional piston engine driving a multi-bladed centrifugal blower which exhausted into a duct. The unusual aircraft attracted attention at the



Full-scale replica of the Coandă-1910 at the National Military Museum in Bucharest

....., being  
 ....., but the  
 aircraft was not displayed afterwards and it fell from public awareness. Coandă used a similar turbo-propulseur to drive a snow sledge, but he did not develop it further for aircraft.

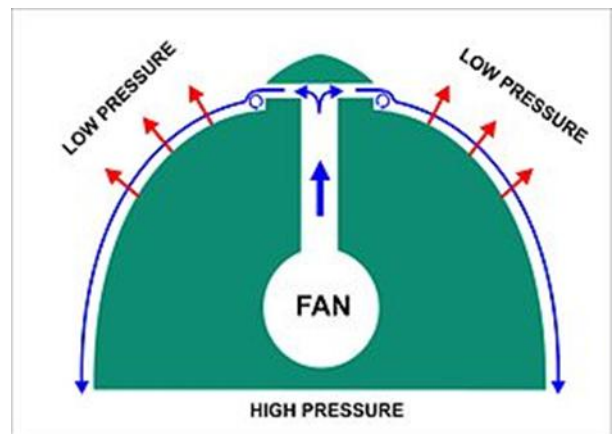
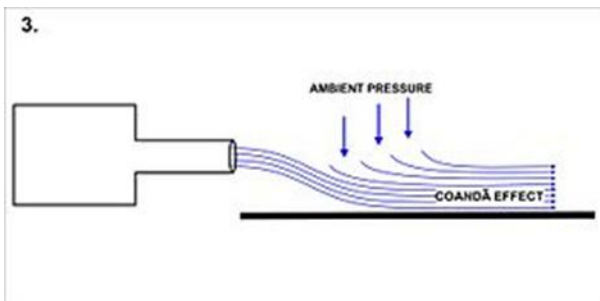
Due to some ....., Henri Coanda's aircraft could never take off, so the first creators of some powered airplanes powered by a turbo engine are considered to be ..... and .....

**The turbo engine** is the simplest and oldest reaction engine, being used in ..... airplanes where the relatively small front surface and the high velocity of the evacuation make an advantage. The turbine ..... from the gas stream only the energy required to rotate the compressor, leaving the remaining energy to produce as much ..... as possible.

**Treasure Hunt - Work sheet –5: Henry Coandă was known for:**

**The Coandă effect**

**Fill the following text using the support sheet:**



is the tendency of a fluid jet to stay attached to a convex surface. As described by Henri Coandă in different patents: "the tendency of a jet of fluid emerging from an orifice to follow an adjacent flat or curved surface and to entrain fluid from the surroundings so that a region of lower pressure develops." The pressure effect, which is usually not indicated, is fundamental for the comprehension of the Coandă effect. The effect was described as the

"..... that penetrates another fluid in the ....."

The principle was named after Romanian aerodynamics pioneer ....., who was the first to recognize ..... in aircraft development.



Henri Coandă identified this effect during experiments with his Coandă-1910 aircraft, which mounted an ..... engine designed by himself. The motor-driven turbine ..... rearward, and Coandă noticed that the airflow was attracted to .....

**The explanation of the phenomenon:** Coandă effect causes the sheet of fluid ..... to the curved ..... . The entrainment of the ambient fluid into the stream flowing over the bullet, causes ..... area above the bullet. This, together with the ambient ("high") pressure below the bullet causes lift, or, if mounted horizontally, forward motion in the direction of the apex of the bullet.

The Coandă effect can be ....., and is therefore equally effective in water as in air.

### **Treasure Hunt - Work sheet –6:**

#### **Experiment to Observing the Coanda Effect:**

On the table you have:

- plastic box
- ping –pong ball
- bottle with colour water

Allow a stream of flowing water to flow directing at an angle over a ping-pong ball.

What did you see? .....

How is the form of water jet? .....

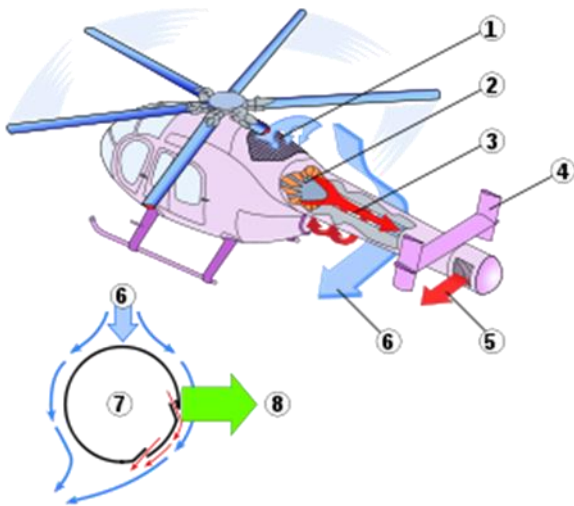
Do you noticed how the water jets flow in the convex form of the ball (dress the ball) and rotates due the jets of water?

**Treasure Hunt - Work sheet –7:**

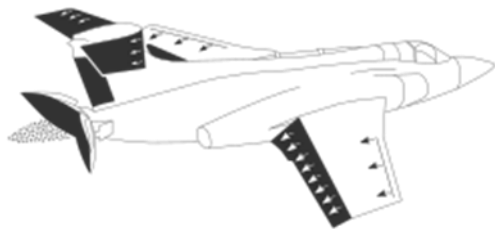
**Applications of the Coandă effect**

**Fill the following text using the support sheet:**

The Coandă effect has important applications in various ..... devices on aircraft - capable of taking off and landing ..... . The air moving over the wing can be "....." towards the ground using ..... and a jet sheet blowing over the curved surface of the top of the wing. The bending of the flow results in aerodynamic .....



A Coandă engine (items 3,6-8) replaces the tail rotor in the NOTAR helicopter. 1 ..... 2 Variable pitch fan 3 ..... 4 Vertical stabilizers 5 Direct jet thruster 6 Downwash 7 Circulation control tailboom cross-section 8 .....



A depiction of the Blackburn Buccaneer aircraft. The ..... visible on the leading edges and the wing and the trailing edge ..... . These aerodynamic features contribute to the Coandă airflow .....



In air conditioning, the Coandă effect is exploited to ..... of a ceiling mounted diffuser. Because the Coandă effect causes air discharged from the diffuser to "stick" to the ceiling, it travels ..... before dropping for the same discharge velocity than it would if the diffuser were mounted in free air, without the neighbouring ceiling.

**Work sheet 1 -**

**THE SPEED - VITEZA:**

**Independent work record**

**Definition. Speed formula. Unit of measurement**

**Definition:** Speed is the distance traveled by an object in the time unit relative to another object (landmark)

**Speed formula:**  $v = \text{distance} / \text{time}$       $v = d/t$

**Unit of measurement:** meter / second    m/s



**Other unit measurement are:**

**Km/h (kilometer / hour) –**

to obtain the speed expressed in **m / s** multiply the value expressed in km / h by 10/36

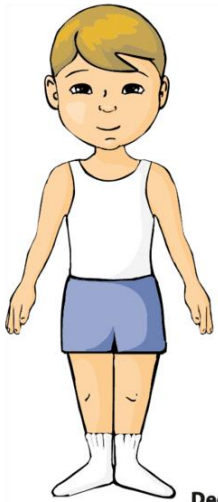
Example: the speed of an adult is 6 Km/h =  $6 \times 10/36 = 1,33$  m/s

Calculate

54 km/h = .....

18 km/h =

.....



Decup

to obtain the speed expressed in **km / h** multiply the value expressed in **m / s** by 3,6

Example: the speed of a child is 0,5 m/s = 0,5 X 3,6 = 1,8 Km/s

Calculate:

4 m/s =

.....

15 m/s =

.....



**m / min (meter / minute )**

to obtain the speed expressed in **m / s** multiply the value expressed in **m / min** by **1/60**

Example: the speed of a bicycle is 120 m/min = 120 X 1/60 = 2 m/s

Calculate:

30 m/min = .....

240 m/min = .....



to obtain the speed expressed in **km / h** multiply the value expressed in **m / min** by 0,06

Example: the speed of a dolphin is  
850 m/min = 850 X 0,06 = 51 km/h

Calculate:

500 m/min = .....

23 m/min = .....



to obtain the speed expressed in **km / h** multiply the value expressed in **km / min** by 60

Example: the speed of a horse is 0,4 km/min = 0,4 X 60 = 24 km/h

Calculate:

1,5 km/min =

.....




10 km/min =



.....

### Work sheet 2 - THE SPEED :

#### Independent work record

In the table below you have the speeds of some transport vehicle with its speed. Fill in the two columns of the table expressing their speeds in km/h; m/s

No	transport vehicle	transport vehicle	Km/h	m/s
1	airliner		860 km/h	
2	combat aircraft			350 m/s
3	locomotive		120 km/h	

4	car		90 km/h	
5	ship			10 m/s

**Work sheet 3 - THE SPEED :**  
**Independent work record**



1) The higher speed is the light speed  $c = 300000$  km/s it is a universal constant.

Calculates the distance between the Earth and the Sun if the light reaches the surface of the Earth after 8 minutes.

.....

.....

.....

.....

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.....

.....

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.....



2) A pupil shouts the word "Hello" in front of a mountain from 700 meters away. Calculate how long the echo is heard by the pupil. We know the sound speed is 350 m/s.










.....  
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**Work sheet 4 - THE SPEED :**

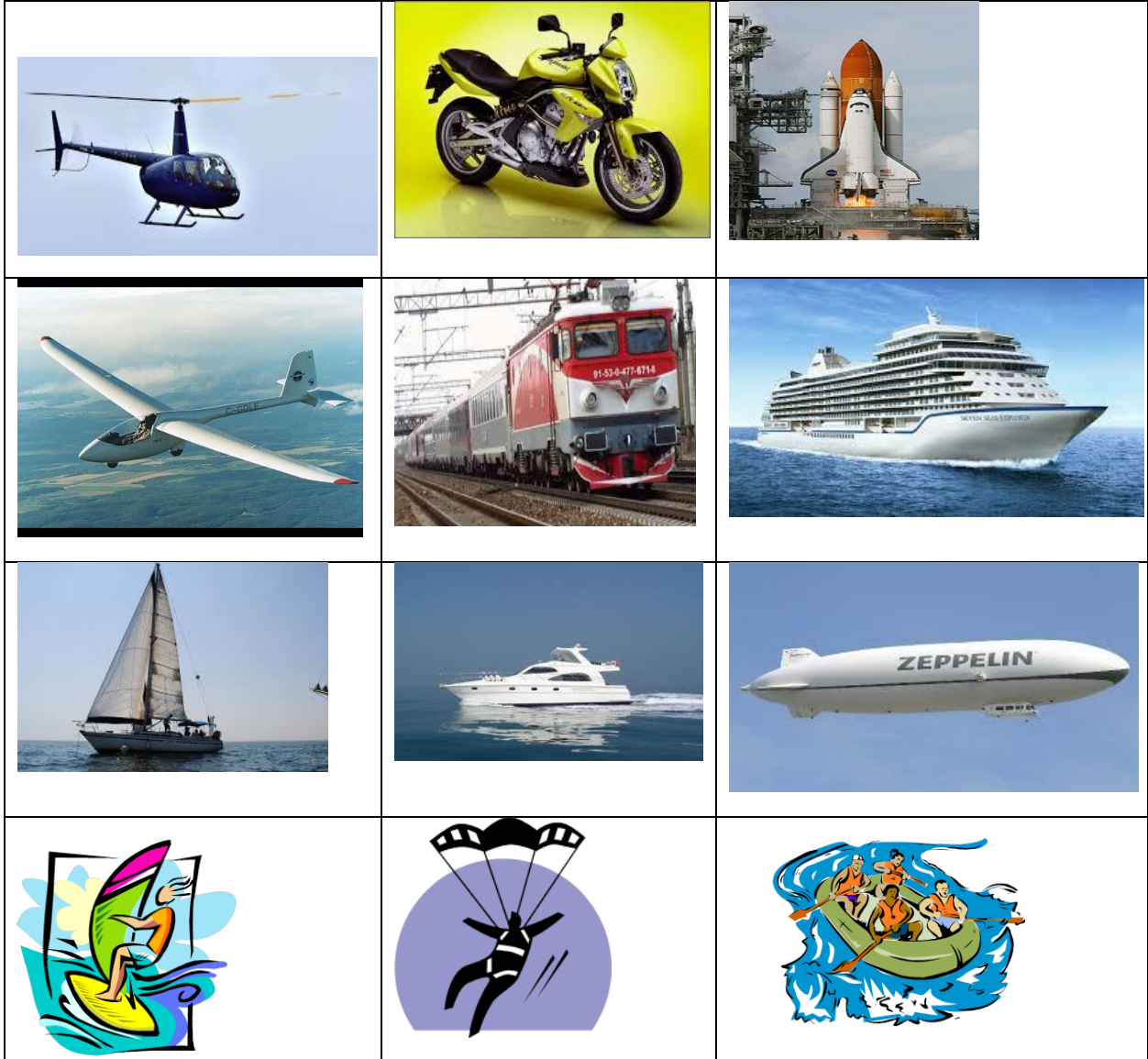
**Independent work record**

**SUDOKU – type to travel - terrestrial, air, naval**

Choose the means of transport in such a way that the line and the column do not repeat the driving environment:





**Work sheet - TANGRAM**

**Independent work record**

Do a Tangram – you can use the models

HOMEWORK:



## ICT LESSON PLAN

### STOP ESL! START INTERDISCIPLINARY EDUCATION FOR FUTURE

Subject /Course:	ICT prevents ESL Pupils making digital games on LearningApps platform - <a href="https://learningapps.org/">https://learningapps.org/</a>
Topic:	Physics
Teacher	Rotaru Catalina
Level:	12 – 16 years
Lesson duration:	50 min
Lesson objectives:	*Matching Pairs – game * Word Grid - game * Create digital games *Communicate in English *Assume roles and team tasks
General skills developed	*Interpersonal and interrelation communication - Assign roles and team tasks * Communication in English *Mathematical skills in science and technology - through the proposed scientific topic *Entrepreneurial skills - Learn to use open sources *Digital skills – making digital games on LearningApps platform - <a href="https://learningapps.org/">https://learningapps.org/</a>

Summary of tasks/ actions:

**Knowledge – Theory -** how to create your own game using forms from the platform

<https://learningapps.org/>

**Matching Pairs – game**

Acces: Matching pairs icon

Acces: Create new app

Write a title: .....

Task description: Provide a task description for this App which is shown on start up.

Otherwise leave it blank.

Pairs: Enter the two media which belong together. They can be a mix of text, images, audio or video.

+ Add another element – to add another pair, and so on you can put how many pairs you like

Additional, but wrong elements: You can add up to 3 additional elements that will be displayed but do not belong to the solution.

Make matching pairs disappear: Matching pairs will be automatically checked and then disappear. Without this option you can keep pairing until you check the solution manually.

Matching pairs will not disappear.

Feedback: Provide a feedback text which will be displayed when the solution is found.

Help: Provide some hints how to solve the App. They can be viewed by the user via a small icon in the upper left corner. Otherwise leave it blank.

Do not forget: finish editing and show preview

You can change any time or to complete the game with other pairs

**Word Grid - game**

Acces: Word grid icon

Acces: Create new app

Write a title: .....

Task description: Provide a task description for this App which is shown on start up.

Otherwise leave it blank.

Background image: Select a background image for the crossword if you like.

You can select an image from your computer or from Internet

Words: Specify here the searched words.

Add another element – for another word

You can put how many words you want

Important – use Caps letters

Show the searched words: You can choose to show the words right from the beginning, making the exercise easier.

Feedback: Provide a feedback text which will be displayed when the solution is found.

Help: Provide some hints how to solve the App. They can be viewed by the user via a small icon in the upper left corner. Otherwise leave it blank.

Do not forget: finish editing and show preview

You can change any time or to complete the game with other words.

Advantages : all the games have a QR-code and a link to share

Teacher created accounts for each group before.

The class will be split in 4 groups – each group will create with word grid and matching pairs form 7 different digital games.

Each group will have a sheet of paper with the requirements of each game.

Each group login using the username and a password and will create apps (digital games)

Each group have an laptop

**CONCLUSIONS:** Pupils learn to create apps and play discovering physics knowledge, words in different languages, advices in an interactive way.

**FEEDBACK:** Pupils play apps created by himself and the other classmates using learning modules created by the teacher or using QR- code

**Materials/equipment:**

**EQUIPMENT:** 5 Laptop, Internet connection, video projector, mobile phone, tablets

**References:**

LearningApps.org - interaktive und multimediale Lernbausteine - <https://learningapps.org/>  
<https://learningapps.org/rechtliches.php>

**Take home tasks:**

Create other apps using matching pair apps with them hobby.

## LESSON PLAN :The Map Game

### Group/ Grupa 1

No. game	Jocul / Game	Descriere / Description
1	<b>Word Grid (Cuvinte încrucișate)</b>	Title: STOP ESL! START INTERDISCIPLINARY EDUCATION FOR FUTURE Description: Names of the Countries participating in the project -in English (Țările participante în proiect denumirea în engleză): ROMANIA, SPAIN, LITHUANIA, GREECE, PORTUGAL
2	<b>Word Grid (Cuvinte încrucișate)</b>	Titlul: TRANSFORMĂRI DE STARE Descriere: Enumerați transformările de stare de agregare ale substanțelor: VAPORIZARE, CONDENSARE, TOPIRE, SOLIDIFICARE, SUBLIMARE, DESUBLIMARE
3	<b>Word Grid (Cuvinte încrucișate)</b>	Title: EDUCATION (EN) Description: in 4 languages EDUCATIE (RO), EDUCACION (SP), MORFOSI (GR), SVIETIMAS (LT), EDUCACAO (PT)
4	<b>Matching Pairs (Potrivire perechi)</b>	Title: ERASMUS SCHOOL PROJECT Description: Match the name of the country with the school name (Potrivire pereche numele țării cu numele școlii participante în proiect *ROMANIA – SCOALA GIMNAZIALA "SFANTUL ANDREI"

		<p>*SPAIN – IES MADINA MAYURQA</p> <p>* LITHUANIA – KLAIPEDOS TAURALAUKIO PROGIMNAZIJA</p> <p>*GREECE - 20 DIMOTIKO SXOLEIO DRAPETSONAS</p> <p>*PORTUGAL – AGRUPAMENTO DE ESCOLAS DO FORTE DA CASA</p>
5	<b>Matching Pairs (Potrivire perechi)</b>	<p>Titlu: INSTRUMENTE DE MĂSURĂ</p> <p>Descriere: Potrivire pereche denumirea instrumentelor de măsură cu mărimile fizice măsurate:</p> <p>LUNGIME RIGLA</p> <p>TIMP – CEAS</p> <p>TEMPERATURA – TERMOMETRU</p> <p>MASA - BALANȚA</p>
6	<b>Matching Pairs (Potrivire perechi)</b>	<p>Title: MAPS</p> <p>Description: Match the map with the country's name ( Potrivire pereche numele țării participante în proiect cu harta acesteia)</p> <p>ROMANIA, SPAIN, LITHUANIA, GREECE, PORTUGAL</p>
7	<b>Matching Pairs (Potrivire perechi)</b>	<p>Titlu: CUVINTE DIN PROIECT</p> <p>Descriere: Potrivire pereche cuvânte din proiect în limba română și traducerea cuvântului în limba engleză</p> <p>EDUCAȚIE – EDUCATION</p> <p>SCOALA – SCHOOL</p> <p>VIITOR – FUTURE</p> <p>ELEV - PUPIL</p>

## The map Game - HARTA JOCURILOR

### Group / Grupa 2

No. game	Jocul / Game	Descriere / Description
1	<b>Word Grid (Cuvinte încrucișate)</b>	<p>Title: EUROPEAN CAPITALS</p> <p>Description: You can rich the capitals of the participating countries in the project - in English (Capitalele țărilor participante în proiect denumirea în engleză):</p> <p>BUCHAREST, MADRID, VILNIUS, ATHENS, LISBON</p>
2	<b>Word Grid (Cuvinte încrucișate)</b>	<p>Titlul – MULTIPLII METRULUI</p> <p>Descriere: descoperiți multiplii metrului</p> <p>DECAMETRUL, HECTOMETRUL, KILOMETRUL</p>
3	<b>Word Grid (Cuvinte încrucișate)</b>	<p>Title: HELLO (EN)</p> <p>Description: in 4 languages</p> <p>BUNĂ ZIUA (RO)</p> <p>GERA DIENA (LT)</p>

		KALI MERA (GR) BOM DIA (PT) BUEN DIA (SP)
4	<b>Matching Pairs (Potrivire perechi)</b>	Title: PROJECT COLOR Description: Match the name of the country with the own flag (Potrivire pereche numele țărilor participante în proiect cu foto cu steagul acesteia) ROMANIA, SPAIN, LITHUANIA, GREECE, PORTUGAL
5	<b>Matching Pairs (Potrivire perechi)</b>	Titlu: RECUNOAȘTE INSTRUMENTUL DE MĂSURĂ Description: Potrivire pereche denumirea instrumentelor de măsură fotografii cu acestea: RIGLA, CEAS, TERMOMETRU, BALANȚA
6	<b>Matching Pairs (Potrivire perechi)</b>	Title: PUPIL – in ENGLISH Description: Match the translation of the word with language ELEV - ROMANIAN ESTUDIANTE – SPANISH FOITITIS – GREEK ESTUDANTE - PORTUGHUESE STUDENTAS - LITHUANIAN
7	<b>Matching Pairs (Potrivire perechi)</b>	Titlu: FOTO CUVINTE Potrivire cuvinte din proiect (în limba română) cu fotografia care îl exprimă cel mai bine EDUCAȚIE - EDUCATION FUTURE – VIITOR SCOALA – SCHOOL ELEV - PUPIL

### The map Game - HARTA JOCURILOR

Grupa 3

No. game	Jocul / Game	Descriere / Description
1	<b>Word Grid (Cuvinte încrucișate)</b>	Title: KA2 2018 -2020 Description: The name of the project (Numele proiectului) STOP ESL! START INTERDISCIPLINARY EDUCATION FOR FUTURE
2	<b>Word Grid (Cuvinte încrucișate)</b>	Titlul –SUBMULTIPLII METRULUI Descriere: descoperiți submultiplii metrului DECIMETRUL, CENTIMETRUL, MILIMETRUL



3	<b>Word Grid (Cuvinte încrucișate)</b>	Title: SCHOOL Description: in 4 languages SCOALA (RO) , ESCOLA (PT), SCHOLEIO (GR), MOKYKLA (LT), ESCUELA (SP)
4	<b>Matching Pairs (Potrivire perechi)</b>	Title: ABOUT US Description: Match the name of the country with the capital ( Potrivire pereche numele țărilor participante în proiect cu numele capitalei) *ROMANIA - BUCHAREST , *SPAIN - MADRID, * LITHUANIA - VILNIUS, *GREECE - ATHENS, * PORTUGAL - LISBON
5	<b>Matching Pairs (Potrivire perechi)</b>	Titlu: TRANSFORMĂRI DE STARE Descriere: Potrivire pereche numele transformării cu fenomenul: VAPORIZARE: LICHID –GAZ CONDENSARE: GAZ - LICHID TOPIRE: SOLID-LICHID SOLIDIFICARE: LICHID -SOLID SUBLIMARE: SOLID –GAZ DESUBLIMARE: GAZ -SOLID
6	<b>Matching Pairs (Potrivire perechi)</b>	Title: EUROPEAN SCHOOLS Description: Match the school name with the city (Potrivire pereche numele școlii cu numele orașului de proveniență): *SCOALA GIMNAZIALA ”SFANTUL ANDREI” – BRAILA * KLAIPEDOS TAURALAUKIO PROGIMNAZIJA - KLAIPEDA * 20 DIMOTIKO SXOLEIO DRAPETSONAS - DRAPESTONA * AGRUPAMENTO DE ESCOLAS DO FORTE DA CASA - FORTE DA CASA * IES MADINA MAYURQA - PALMA DE MALLORCA
7	<b>Matching Pairs (Potrivire perechi)</b>	Title: PHOTO WORDS Description: Match the words with the photo (Potrivire pereche cuvinte din proiect, în limba engleză, cu fotografia care îl exprimă cel mai bine): EDUCATION, SCHOOL, FUTURE, PUPIL

## The Map Game - HARTA JOCURILOR

### Group / Grupa 4

No. game	Jocul / Game	Descriere / Description
1	<b>Word Grid</b>	Title: CITIES

	<b>(Cuvinte încrucișate)</b>	Description: The participant schools' cities (Localitățile în care sunt situate școlile participante în proiect): BRAILA, KLAIPEDA, DRAPESTONA, FORTE DA CASA, PALMA DE MALLORCA
2	<b>Word Grid (Cuvinte încrucișate)</b>	Titlu: STĂRILE DE AGREGARE ALE SUBSTANȚELOR Descriere: vă reamintiți stările de agregare ale substanței? SOLID, LICHID, GAZ
3	<b>Word Grid (Cuvinte încrucișate)</b>	Title: WELCOME (EN) Description: in 4 languages BINE ATI VENIT (RO) BIENVENIDO (SP) BEM-VINDO (PT) KALOSORISMA (GR) SVEIKI ATVYKE (LT)
4	<b>Matching Pairs (Potrivire perechi)</b>	Title: PHOTO WITH EUROPEAN CAPITALS Description: Match the name of the capitals with photo (Potrivire pereche numele capitalei țării cu foto) BUCHAREST, MADRID, VILNIUS, ATHENS, LISBON
5	<b>Matching Pairs (Potrivire perechi)</b>	Titlu: INSTRUMENTE DE MĂSURĂ PENTRU LUNGIMI Descriere: Potrivire denumirea instrumentelor de măsură pentru lungimi cu fotografiile cu acestea: RIGLA, ȘUBLER, MICROMETRUL, RULETA, METRUL PLIANT, METRUL DE CROITORIE
6	<b>Matching Pairs (Potrivire perechi)</b>	Title: EUROPEAN CITIES Description: Match the name of the city with the country name (Potrivire pereche numele țării cu numele localității de proveniență a școlilor participante în proiect) ROMANIA - BRAILA SPAIN - PALMA DE MALLORCA LITHUANIA - KLAIPEDA GREECE - DRAPESTONA PORTUGAL - FORTE DA CASA
7	<b>Matching Pairs (Potrivire perechi)</b>	Title: FUTURE Description: Match the word with the language (Potrivire pereche a cuvântului VIITOR cu traducerea în limbile proiectului) VIITOR - ROMANIAN ATEITIS - LITHUANIAN MELLONTIKOS - GREEK FUTURO - PORTUGHUESE FUTURO - SPANISH

No. game	Game	Group / grupa			
		1	2	3	4
1	<b>Word Grid (Cuvintele încruciate)</b>	Title: STOP ESL! START INTERDISCIPLINAR Y EDUCATION FOR FUTURE Description: Names of the Countries participating in the project -in English (Țările participante în proiect denumirea în engleză): ROMANIA, SPAIN, LITHUANIA, GREECE, PORTUGAL	Title: EUROPEAN CAPITALS Description: You can rich the capitals of the participating countries in the project - in English (Capitalele țărilor participante în proiect denumirea în engleză): BUCHAREST, MADRID, VILNIUS, ATHENS, LISBON	Title: KA2 2018 -2020 Description: The name of the project (Numele proiectului) STOP ESL! START INTERDISCIPLINARY EDUCATION FOR FUTURE	Title: CITIES Description: The participant schools' cities (Localitățile în care sunt situate școlile participante în proiect): BRAILA, KLAIPEDA, DRAPESTONA, FORTE DA CASA, PALMA DE MALLORCA
2	<b>Word Grid (Cuvintele încruciate)</b>	Titlul: TRANSFORMĂRI DE STARE Descriere: Enumerați transformările de stare de agregare ale substanțelor: VAPORIZARE, CONDENSARE, TOPIRE, SOLIDIFICARE, SUBLIMARE, DESUBLIMARE	Titlul – MULTIPLII METRULUI Descriere: descoperiți multiplii metrului DECAMETRUL, HECTOMETRUL, KILOMETRUL	Titlul – SUBMULTIPLII METRULUI Descriere: descoperiți submultiplii metrului DECIMETRUL, CENTIMETRUL, MILIMETRUL	Titlul: STĂRILE DE AGREGARE ALE SUBSTANȚELOR Descriere: vă reamintiți stările de agregare ale substanței? SOLID, LICHID, GAZ
3	<b>Word Grid (Cuvintele încruciate)</b>	Title: EDUCATION (EN) Description: in 4 languages EDUCATIE (RO), EDUCACION (SP), MORFOSI (GR), SVIETIMAS (LT), EDUCACAO (PT)	Title: HELLO (EN) Description: in 4 languages BUNĂ ZIUA (RO) GERA DIENA (LT) KALI MERA (GR) BOM DIA (PT) BUEN DIA (SP)	Title: SCHOOL Description: in 4 languages SCOALA (RO) , ESCOLA (PT), SCHOLEIO (GR), MOKYKLA (LT), ESCUELA (SP)	Title: WELCOME (EN) Description: in 4 languages BINE ATI VENIT (RO) BIENVENIDO (SP) BEM-VINDO (PT) KALOSORISMA (GR) SVEIKI ATVYKE (LT)
4	<b>Matching Pairs (Potriv)</b>	Title: ERASMUS SCHOOL PROJECT Description: Match the name of the country	Title: PROJECT COLOR Description: Match the name of the	Title: ABOUT US Description: Match the name	Title: PHOTO WITH EUROPEAN CAPITALS Description: Match the name of the capitals with photo

	<b>ire perechi )</b>	with the school name (Potrivire pereche numele țării cu numele școlii participante în proiect *ROMANIA – SCOALA GIMNAZIALA ”SFANTUL ANDREI” *SPAIN – IES MADINA MAYURQA * LITHUANIA – KLAIPEDOS TAURALAUKIO PROGIMNAZIJA *GREECE - 20 DIMOTIKO SXOLEIO DRAPETSONAS *PORTUGAL – AGRUPAMENTO DE ESCOLAS DO FORTE DA CASA	country with the own flag (Potrivire pereche numele țărilor participante în proiect cu foto cu steagul acesteia) ROMANIA, SPAIN, LITHUANIA, GREECE, PORTUGAL	of the country with the capital ( Potrivire pereche numele țărilor participante în proiect cu numele capitalei) *ROMANIA - BUCHAREST , *SPAIN - MADRID, * LITHUANIA - VILNIUS, *GREECE - ATHENS, * PORTUGAL - LISBON	(Potrivire pereche numele capitalei țării cu foto) BUCHAREST, MADRID, VILNIUS, ATHENS, LISBON
5	<b>Matchi ng Pairs (Potrivire perechi )</b>	Titlu: INSTRUMENTE DE MĂSURĂ Descriere: Potrivire pereche denumirea instrumentelor de măsură cu mărimile fizice măsurate: LUNGIME RIGLA TIMP – CEAS TEMPERATURA – TERMOMETRU MASA - BALANȚA	Titlu: RECUNOAȘTE INSTRUMENTUL DE MĂSURĂ Description: Potrivire pereche denumirea instrumentelor de măsură fotografii cu acestea: RIGLA, CEAS, TERMOMETRU, BALANȚA	Titlu: TRANSFORMĂ RI DE STARE Descriere:Potrivire pereche numele transformării cu fenomenul: VAPORIZARE: LICHID –GAZ CONDENSARE : GAZ - LICHID TOPIRE: SOLID-LICHID SOLIDIFICARE : LICHID - SOLID SUBLIMARE: SOLID –GAZ DESUBLIMARE: GAZ -SOLID	Titlu: INSTRUMENTE DE MĂSURĂ PENTRU LUNGIMI Descriere:Potrivire denumirea instrumentelor de măsură pentru lungimi cu fotografiile cu acestea: RIGLA, ȘUBLER, MICROMETRUL, RULETA, METRUL PLIANT, METRUL DE CROITORIE

6	<b>Matching Pairs (Potrivire perechi)</b>	<p>Title: MAPS Description: Match the map with the country's name ( Potrivire pereche numele țării participante în proiect cu harta acesteia) ROMANIA, SPAIN, LITHUANIA, GREECE, PORTUGAL</p>	<p>Title: PUPIL – in ENGLISH Description: Match the translation of the word with language ELEV - ROMANIAN ESTUDIANTE – SPANISH FOITITIS – GREEK ESTUDANTE - PORTUGHUESE STUDENTAS - LITHUANIAN</p>	<p>Title: EUROPEAN SCHOOLS Description: Match the school name with the city (Potrivire pereche numele școlii cu numele orașului de proveniență): *SCOALA GIMNAZIALA "SFANTUL ANDREI" – BRAILA * KLAIPEDOS TAURALAUKIO PROGIMNAZIIA - KLAIPEDA * 20 DIMOTIKO SXOLEIO DRAPETSONAS - DRAPESTONA * AGRUPAMENTO DE ESCOLAS DO FORTE DA CASA - FORTE DA CASA * IES MADINA MAYURQA - PALMA DE MALLORCA</p>	<p>Title: EUROPEAN CITIES Description: Match the name of the city with the country name (Potrivire pereche numele țării cu numele localității de proveniență a școlilor participante în proiect) ROMANIA - BRAILA SPAIN - PALMA DE MALLORCA LITHUANIA - KLAIPEDA GREECE - DRAPESTONA PORTUGAL - FORTE DA CASA</p>
7	<b>Matching Pairs (Potrivire perechi)</b>	<p>Titlu: CUVINTE DIN PROIECT Descriere: Potrivire pereche cuvânte din proiect în limba română și traducerea cuvântului în limba engleză</p>	<p>Titlu: FOTO CUVINTE Potrivire cuvinte din proiect (în limba română) cu fotografia care îl</p>	<p>Title: PHOTO WORDS Description: Match the words with the photo (Potrivire pereche cuvinte</p>	<p>Title: FUTURE Description: Match the word with the language (Potrivire pereche a cuvântului VIITOR cu traducerea în limbile proiectului) VIITOR - ROMANIAN</p>

		EDUCAȚIE – EDUCATION SCOALA – SCHOOL VIITOR – FUTURE ELEV - PUPIL	exprimă cel mai bine EDUCAȚIE - EDUCATION FUTURE – VIITOR SCOALA – SCHOOL ELEV - PUPIL	din proiect, în limba engleză, cu fotografia care îl exprimă cel mai bine): EDUCATION, SCHOOL, FUTURE, PUPIL	ATEITIS - LITHUANIAN MELLONTIKOS - GREEK FUTURO - PORTUGHUESE FUTURO -SPANISH
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TABEL ȚĂRI / ȘCOLI /CAPITALE/LOCALITĂȚI

No.	COUNTRY	CAPITAL OF THE COUNTRY	SCHOOL	CITY
1	ROMANIA	BUCHAREST	SCOALA GIMNAZIALA "SFÂNTUL ANDREI"	BRAILA
2	SPAIN	MADRID	IES MADINA MAYURQA	PALMA DE MALLORCA
3	LITHUANIA	VILNIUS	KLAIPEDOS TAURALAUKIO PROGIMNAZIJA	KLAIPEDA
4	GREECE	ATHENS	20 DIMOTIKO SXOLEIO DRAPETSONAS	DRAPESTONA
5	PORTUGAL	LISBON	AGRUPAMENTO DE ESCOLAS DO FORTE DA CASA	FORTE DA CASA

**ENGLISH LESSON PLAN 2**  
**By Chiorpac Mihai Adina Valentina**

School: Școala Gimnazială “Sfântul Andrei”, Braila

Teacher: Mihai Adina

Date: 22 nd February 2019

Grade: 7<sup>th</sup> B

Frequency: 3 hours/week - 50 minutes/hour

Type of lesson: Grammar Lesson of acquisition - Teaching the Passive Voice

Skills: reading, speaking, writing, listening

Teaching techniques: explanation, elicitation, guiding questions, picture composition, proofreading

Work procedure: individual work, pair-work and group-work

Materials: video support

<http://moviesegmentstoassessgrammargoaals.blogspot.ro/2009/09/300-passive-voice.html>, board, textbook, handouts.

Interaction: T-Ss, Ss-Ss, Ss-T, S-T

Evaluation: • initial through warm-up

- Continuous through activities, observation
- Error correction
- Final through oral feedback

Objectives: By the end of the lesson the Ss will be able to:

1) Cognitive Objectives:

- know the difference between Passive and Active
- use Passive structures correctly.
- rewrite sentences and fill in sentences using the acquired grammar structures.

2) Affective Objectives:

- to foster Ss' production and interest.
- to help Ss. become more confident in their ability to use the English language.
- to stimulate Ss' creativity and imagination.

## PROCEDURES

1. WARM-UP:

Aim: -to create the proper atmosphere for the lesson



Procedure: - T. checks attendance and dialogues with the students. T. asks a few informal questions to make the students feel at ease: ‘How do you feel?’, Ss. talk with the teacher.

Interaction: T-Ss

Skills: speaking

Timing: 2’

## 2. CHECKING HOMEWORK:

Aim: - to check understanding of the previous material

- to raise students’ awareness in their ability to use the language

Procedure: T. checks if all the students have done their homework Ss. read their homework & correct any possible mistakes. T. evaluates the homework. (Verbal appreciation)

Interaction: T-Ss; S-T

Skills: writing, reading, speaking

Timing: 2’

## 3. LEAD-IN

Aim: - to inform Ss. about the topic of the lesson.

- to guide the Ss. to the discovery of the lesson topic in order to capture their interest.

Procedure: T. asks Ss. to watch a short scene from “300” film in which passive voice is used by the narrator as target structure to explain Leonidas's journey to become a Spartan king in order to teach passive voice in a contextualized manner. T. asks Ss. to recognize the grammar structure used by the narrator. Ss are asked to answer to some questions about Spartan’s culture.

Interaction: T-Ss; S-T; T-S

Skills: speaking, listening

Methods: elicitation, discussion, guiding questioning

Evaluation: Verbal appreciation

Teaching aids: film-video, video projector

Class management: whole class activity

Timing: 10'

#### 4. ACTIVITY 1

Aim: - to assure a proper transition between the moments of the lesson and thus a better comprehension of the topic for the students;

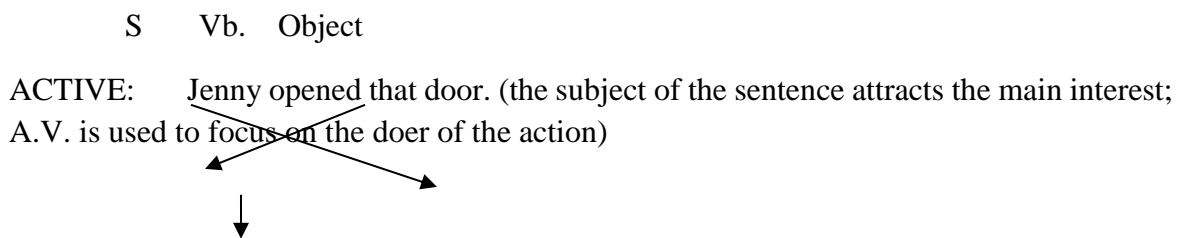
-to improve Ss ability to turn sentences from active into passive and inductively review rules.

Procedure: The T shows a power point presentation with rules for passive voice, explaining to the Ss the rules.

T asks Ss to review the passive rules. During presentation Ss are asked to solve some tasks related to passive voice.

If the feedback from Ss is negative ,the T. writes on the board a sentence in the Active Voice and its counterpart in the Passive in order to elicit/revise Ss' knowledge between active and passive and what general rules can be drawn from the example.

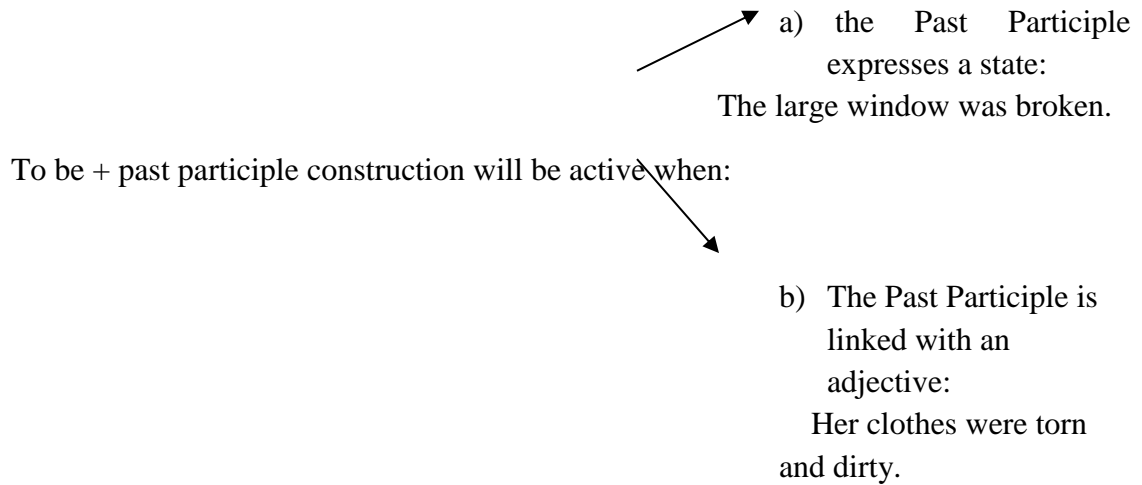
Rule no. 1:



PASSIVE: That door was opened by Jenny. (the interest is focused on the action or on the receiver of the action)

S            Vb.        Agent

PASSIVE VERB FORM: TO BE (in the mood and tense of the verb in the active) + PAST PARTICIPLE of the main verb.



Rule no. 2:

Only transitive verbs can be changed into the passive. Active: I slept well last night.  
(Intransitive verb) NOT: Last night was well slept.

Some transitive verbs (have, be, exist, seem, fit, suit, resemble, lack) cannot be changed into the passive: I have a chronic back problem. NOT: A chronic back problem is had by me.

Interaction: T-Ss; S-T; T-S

Skills: speaking, writing.

Methods: elicitation, discussion, guiding questioning

Evaluation: Verbal appreciation

Teaching aids: blackboard, textbook

Class management: whole class activity

Timing: 10'

## 5. ACTIVITY 2- *Race Game.*

Aim: - to consolidate sentences rewriting into the passive

- to make a pleasant and warm atmosphere, but also competitive

Procedure: T. divides the class into two teams. Each team forms a single file in front of the board with active voice sentences written on a sheet of paper. (Appendix 1). Once the T says, "GO", each student must write their sentence on the board in the passive voice. The first team to go through each member wins. Once the game is over, look at a few sentences on the board to ensure that the class understands the passive voice.

Interaction: T-Ss; S-S

Skills: speaking, writing, reading.

Methods: discussion, guiding questioning

Evaluation: Verbal appreciation

Teaching aids: blackboard, handout

Class management: group-work activity

Timing: 10'

## 6. ACTIVITY 3 – *Writing as a follow-up activity: Busy pictures worksheet*

Aim: - to put the Ss. in the situation of making meaning out of;

-to stimulate & to encourage Ss' creativity and imagination in writing

Procedure: T. gives Ss. a worksheet with two tasks they have to solve working in pairs. The first task involves writing a specific number of sentences in the passive based on a picture. The purpose is to have an advanced class write a paragraph that contains both passive and active sentences. T. tells them not to limit themselves to what they see in the picture & encourages them to stretch their imagination and be creative. The funnier and more outrageous the situations or sentences, the more fun the activity will be. If necessary the T. gives them some help to get started.

The second task involves finding the mistakes in a set of sentences and correcting them according to what they see in the picture.

Interaction: T-Ss; S-T, T-S

Skills: speaking, writing, reading.

Methods: picture composition, proofreading

Evaluation: Verbal appreciation, error correction

Teaching aids: worksheet

Class management: pair-work activity

Timing: 10'

## 7. EVALUATION

Aims: - to stimulate Ss & encourage them.

Procedure: T. assesses the results of the class and their involvement in the class development. The teacher evaluates students' answers and draws conclusions. T. appreciates Ss. ` activity both verbally -praising their activity- and by giving marks.

Interaction: T-Ss

Skills: speaking

Evaluation: Verbal appreciation; marks

Timing: 3'

## 8. HOMEWORK

Aims: - to encourage Ss.' creativity

Procedure: T. assigns the Ss. the homework: T. gives students some worksheets with passive voice and explains their task.Ss. write down on their notebooks the homework they have to prepare for the next English class.

Interaction: T-Ss

Skills: speaking, writing

Timing: 3'

Worksheet Appendix 2:



BUSY PICTURES

1. Write a paragraph describing the scene below. Use the passive voice as appropriate
2. The following sentences all have problems related to the passive voice. Find the mistakes and correct them.
  1. The bald man was being read a menu.
  2. The man was poured the water.
  3. The waitress is being carried by a tray.
  4. The waiter is set by the table.
  5. The silverware have been placed on a table by a waiter.
  6. The menus is being read by two women.
  7. The order was wrote by the waiter.
  8. The rolls has already been set on the table.
  9. A drink is being drunk by a glass.
  10. An order is being listened by the waiter.

1.The mechanic has not repaired the DVD recorder.	1.The teacher is not going to open the window.
2.They speak English all over the world.	2.Somebody has given me an invitation to a party.
3.They offered him a job but he turned it down.	3.Someone can easily repair this machine.
4.No one told us anything about the change of venue.	4.Has anyone cleaned the room yet ?
5. They are giving each child a second helping of ice-cream.	5.They ordered the prisoners to turn to face the wall.
6. He painted the portrait beautifully.	6.People will take this statement to be the true.
7.They should repair this road as soon as possible.	7.He is asking the girl to show him her passport.
8.The family will deal with the matter as soon as possible.	8.They might have canceled the sales meeting.
9.We have to pay the bill before the first of the month.	9.One cannot eat a banana if nobody has peeled it. (2 passives)
10.The police are holding him for further questioning.	10.Tina was doing a crossword all yesterday evening.
11.She was correcting her students' mistakes.	11.They will have installed a new alarm by tomorrow.
12.She is typing 5 reports.	12.They flavour these rolls with garlic.

## English lesson plan 2



**TEACHER:** Mihai Adina Valentina

**DATE:** 06.06.2019

**LESSON:** Accidents & Disasters

**CLASS :** V<sup>th</sup>

**LEVEL:** Elementary

**TIME OF LESSON:** 50 minutes

**TEACHER ROLE:** organiser, observer, participant, controller

**SKILLS:** speaking, writing, listening

**METHODS:** conversation, explanation, exercise, reading, listening,  
star explosion

**TYPE OF LESSON:** mixed

**OBJECTIVES:** At the end of the lesson, the students will be able to:

- Express opinions about something unpredictable
- Extract specific information from a listened text
- Understand and explain unknown words from the text

**AIMS:** - to develop students writing skills

- To develop students speaking skills
- To express opinion on a given resource

**ANTICIPATED PROBLEMS:**

It is possible that SS feel overwhelmed by the situation. In this case I will constantly offer support and encouragement.

**INTERACTION:**

T-SS, SS-SS, GROUP WORK

**EVALUATION:-** INITIAL - through "warm-up" activity

- CONTINUE – observation, activities, analyses of answers
- FINAL – oral, homework

## STAGES OF THE LESSON

### 1. Activity one: LEAD IN 10'

The T checks the homework and then tells the SS that they will have to work in groups of four. SS will receive a picture with different types of accidents on it. Then T asks the SS what they see in the picture and what type of accidents does each picture represent.

Then the T introduces the title of the lesson and writes it on the blackboard.

### 2. Activity two: PRACTICE 10'

The T gives the SS a sheet of paper with a star on it. The SS will have to explain the accident from the picture answering some questions (APPENDIX A). They will have to write when the accident happened, where it happened, how the accident happened, what happened in the end and some feelings about it.

The SS answer the questions and then they will have to read the answers in front of the class.

### 3. Activity three: PRACTICE 10'

The SS will receive a piece of paper with an incomplete emergency call (APPENDIX B). The SS listens the call and they will have to complete the missing words on it. After that SS will have to read the text.

The T listens the SS, corrects them and encourage those students that did not understand the next. If it is necessary plays one more time the cassette.

### 4. Activity four: PRACTICE 18'

The T asks the SS to read the text from exercise 4 page 50 **I am not a hero, says pilot**. SS read the text then they have to put the events from exercise 4a in the order they happened. Then SS will have to explain some underlined words from the text and then to suggest opposites for the highlighted words.

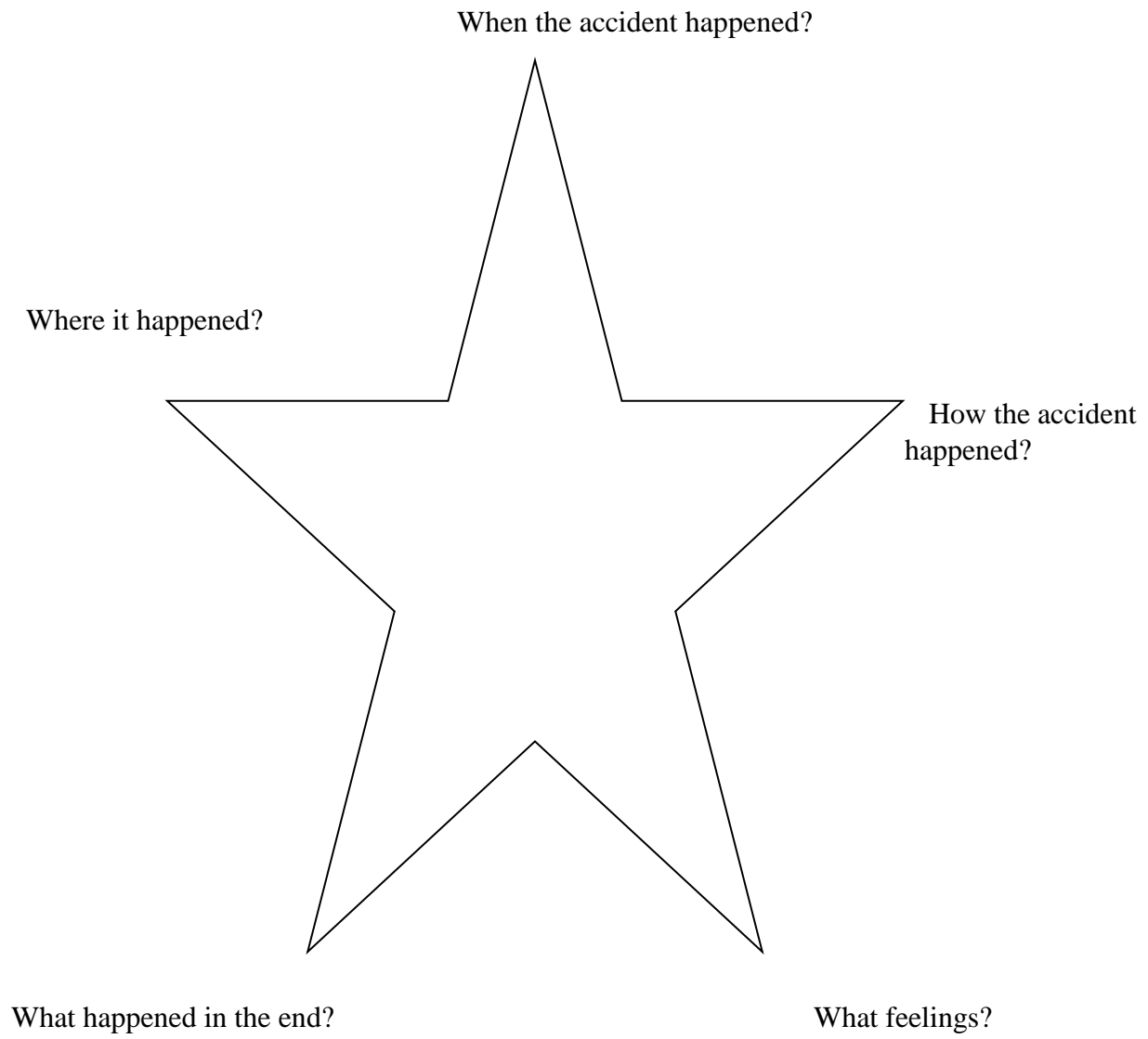
### 5. Activity five: PRACTICE additional activity

The SS asks the SS to give some advice for the people involved in the accident and also for the rest of the people.

### 6. Activity six: EVALUATION AND HOMEWORK 2'

T makes oral evaluation. Those SS who participated in the class are congratulated and those who weren't able to fully participate are being encouraged by the T. Then the T gives to the SS the homework, ex 10 page 51.

APPENDIX A



## APPENDIX B

In an emergency, call

**999.**

1. Lift the .....handset and dial 999.

You may also use .....as an alternative to 999.

2. Tell the operator which of the following emergency services you want.

- Fire
- Coastguard
- .....
- Mountain rescue
- Ambulance
- Cave rescue

3. Wait for the operator to .....you to the emergency service.

4. Tell the emergency service

- Where the trouble is
- What the trouble is
- Where you are, and the.....of the phone you are using.

Never make a .....call.

You risk the lives of others who really need help.

## ENGLISH LESSON PLAN 3

**Grade: V<sup>th</sup> B ;**

**Date: 31<sup>st</sup> of May 2019;**

**Subject: Past Tense Simple;**

**Textbook: Pathway to English- English Agenda, E.D.P. 2007;**

**Type of lesson: Assessment;**

**Teacher: Mihai Adina Valentina;**

**Level: Pre-Intermediate;**

**No. of students: 22/ 1 absentee;**

**SPECIFIC COMPETENCES:** listening, speaking, reading, writing;

**SUB- COMPETENCES:**

- developing reading comprehension skills for gist and for specific information;
- recognizing past tense verbs in a written text;
- using past tense in questions (WH- questions)/ sentences of their own;
- revising the structures for narrating past events;
- revising the vocabulary (holidays and recreation activities, sports and games) learnt in the previous lessons;

- revising the information got in the previous lessons (asking and talking about past events, affirmative and negative sentences; WH-questions);
- practising “Past tense simple” regular and irregular verb forms;
- practising the vocabulary got in the previous lessons;
- developing abilities to write in English -practising the correct word order in a sentence;
- raising interest;

**Aid material:** test paper sheets, notebooks, board;

**Procedures:** discussion, eliciting, explanation, visualization, brainstorming, monitoring, feedback, whole class work (WCW), individual work (IW)

**Skills:** listening, reading, speaking, writing

Warm up: (speaking) 1’

T- greets and asks the Ss to rapport the absentees

Interaction: T-S, S-T

**Activity 1: Revision of the previous knowledge : (speaking, writing, listening, reading) 4’**

T - asks the Ss about the previous learnt information: holidays and recreation activities; sports and games and asks them to remember the structures used to ask about and narrate past events;

Interaction: T-S, S-T, S-S, WCW

**Activity 2: (writing) 40’**

T - presents the test paper sheets to the Ss and explains the task for each exercise;

T - tells the Ss to pay attention at the reading comprehension exercise;

- wishes the students “Good luck!”;

Interaction: T-S, S-T

**Activity 3: (writing, speaking)**      4’

T – gives the scheme for correcting the test;

T and Ss– solve the test together;

Interaction: T-S, S-T;

**Homework and evaluation**                      1’

T – gives homework exercise 1 a page 127;

- explains their homework;

- Give thanks to Ss and mentions the names of Ss who performed well;

## ENGLISH LESSON PLAN 4

**DATE:** November 3rd, 2020

**SCHOOL:** Școala Gimnazială Sfântul Andrei Braila

**CLASS :** 7th grade B

**NO. OF STUDENTS:** 17

**TIME:** 25 minutes- Online lesson

**TEACHER:** Chiorpac Mihai Adina Valentina

**COURSEBOOK:** Limba modernă 1. Engleză – clasa a VII-a, autori: Herbert Puchta, Jeff Stranks, Peter Lewis-Jones, Oana Stoica, Ioana Tudose, Ioana Adam, Editura Art Klett, București, 2019

**UNIT:** Unit 2. Sporting moments.

**LESSON:** Revision (Online Assessment)

**TYPE OF LESSON:** Lessons of verification and control of knowledge

**MATERIALS/RESOURCES:** Google Classroom, Google Meet, Google Forms(online test)

**COMPETENCES:**

3.1. Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente

**AIM OF THE LESSON:** To check the knowledge on Past Simple and Past Continuous

**OBJECTIVES:**

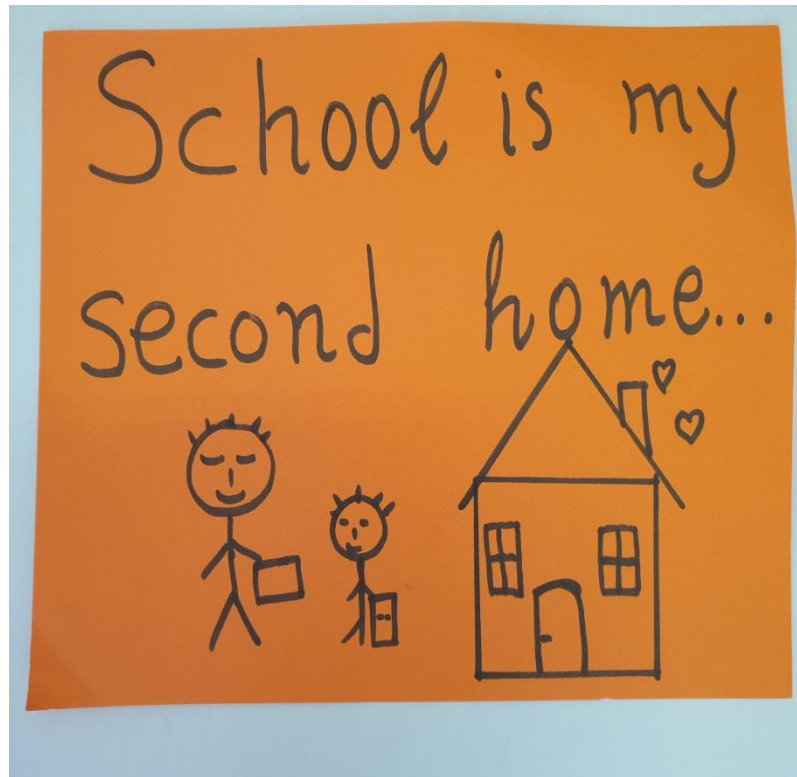
By the end of the lesson, **the students will** (prove that they know how to)

- **O1:** use past simple and past continuous verbs correctly
- **O2:** choose the correct option in multiple choice exercises
- **O3:** (before the test starts) understand the task
- **O4:** (after the test finishes) evaluate themselves based on the results of the test



Stages	Timing	Interaction	Objectives	Activities		Obs.
				Teacher	Students	
<b>1. Lead-in</b>	1'	T-ss	O3	Asks students if there are any questions before the test or if anyone has problems connecting on Google meet.	If there are such situations, they speak.	
<b>2. Presentation</b> (of the test)	2'	T-ss	O3	T uploads the Google Forms (Quiz) document and explains what they should do	Ss pay attention to the explanations.	
<b>3. Evaluation</b>	20'	Ss Individual work	O1, O2	T asks students to work silently with their cameras and microphones on.	Ss work and send the document when they finish.	
<b>4. Feedback / Homework</b>	2'	T-ss	O4	The results are corrected automatically so students should know their grades by the end of the lesson. The teacher suggests a nice movie to watch with English subtitles. "The lost city of Z"	Ss find out their results and the answers they've missed.	

[https://docs.google.com/forms/d/1\\_ZE0a1bEfw\\_wTSEeZEcv\\_AI-4xGYmiyO6gga7rkrxQ/edit](https://docs.google.com/forms/d/1_ZE0a1bEfw_wTSEeZEcv_AI-4xGYmiyO6gga7rkrxQ/edit)



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