

LESSON 1

CLASS: 8th grade

DATE: May 14th 2025

LESSON TYPE: Communication of new knowledge

TEXTBOOK: Limba Engleza 1, editura Art Klett, 2020

UNIT: 10. Going Places (pg. 88)

AIM : By the end of the lesson, the students will be able to identify what is `fact` and `opinion` and to use the relative pronoun properly.

OBJECTIVES: -to develop reading/speaking skills

-to deduce the meaning of unknown words from the context

-to participate in short conversations on travelling- related topics

-to revise and consolidate relative clauses/relative pronouns

RESOURCES: digital textbook, video-projector, laptop, sheets of paper, board, speakers,

NO	TIME	SKILL/ACTIVITY	DESCRIPTION OF ACTIVITY	POSSIBLE PROBLEMS	OBS./INTERACTION
1	5 min.	Warm up/Lead in Speaking	-T welcomes the Ss and checks the attendance. -T activates class and introduces the new topic –Going places. 1. T speaks about vacation plans this year. 2.How do you think people choose their destination? 3.What are the top 3 things you take with you on a trip? What if you forget something? 4.Is there any travel-related stress? Exemplify, using the pictures displayed on page 88.	Some Ss may find difficulty in joining conversation	-T can help by asking questions T-Ss -T writes down the main reasons for travelling
2	10 min	Pre-reading/ speaking / listening	-T asks Ss to do ex 1/88. -T asks Ss to predict the topic of the article on page 89. -T plays the audio support of the article -Ss follow the written text and isolate the new vocabulary	Some Ss may need more time to go through the whole text	-T controls and explains new vocabulary T-Ss Ss-Ss

			-T asks Ss to identify the type of travel in the text and writes the word <i>emigrate</i> on the board. -T also differentiates between <i>emigrate</i> and <i>immigrate</i>. -Ss take notes		
3	3-5 min	Vocabulary check/ pronunciation and spelling skills	T asks Ss if they need explanations , or help pronouncing some words (<i>accommodation, shortage, refugees, inhabitants, immigrants, arrivals, handicrafts, employees-employer, praised</i>)	Some Ss may need support in assimilating new vocabulary	-T controls the activity T-Ss
4	5 min	Comprehension/ skimming	-T guides Ss to ex. 5/88 where they need to correct sentences with the information from the text -T explains and controls the task	Some Ss may not find the information, or may be slow on the task	-Fast- finishers will guide the others to the exact line to extract information
5	5-7 min	Controlled practice	-T displays a world map on the board and asks Ss to use a sticker and place it on the country they would emigrate to. -T controls the task by providing the sentence to be filled in with the right information- <i>I would like to emigrate tobecause I think.....</i>	Some Ss may feel shy ,or may need time to do the task.	-Ss give arguments for their choice -T emphasizes the opinions Ss share (fact vs. opinion)

6	5-7 min	Introducing new knowledge/ speaking	-T asks for Ss` opinion regarding the mayor`s decision and the immigrants. Get more options and emphasize the concept of `Opinion` vs. `Fact`-What do you THINK? -T writes the associated vocabulary on the board-to demonstrate, according to, confirm, discover <i>vs. claim, argue, suspect, think, consider...</i> Give more examples in the class, engage Ss in expressing opinions and facts about each other	Some Ss may need more time or support in expressing themselves	-T controls the activity -Ss take notes using colours T-Ss Ss-Ss
7	3 min	Practice/Q and A	-T asks Ss to read the two questions on page 89 (Train to Think) -Ss read , say if they are fact , or opinion and state the purpose of the question.		T-Ss
8	5-7 min	Grammar focus/revision of relative clause	-T writes the following sentence on the board - <i>'They were refugees who had arrived by boat.'</i> -Ss translate the sentence into Romanian and identify the relative pronoun -T explains and reinforces the grammar information by underlining the relative clause -T takes another example from the text- <i>'Lucano used buildings which had been</i>	No problems should occur	T-Ss Ss write down the examples.

9	2 min	Conclusions/ Assigning homework	<i>empty for years.` -circle and explain the relative pronoun</i> <i>T asks Ss to do ex. 1 page 90 and complete the rule below.</i>	<i>Ss take notes</i>	<i>T-Ss</i>
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