



*Proiect cofinanțat din Fondul Social European – Programul Operațional Capital Uman 2014 – 2020  
 Axa Prioritară 6: Educație și competențe / Operațiune compozită OS 6.5, 6.6. Îmbunătățirea competențelor personalului didactic din învățământul preuniversitar în vederea promovării unor servicii educaționale de calitate orientate pe nevoile elevilor și a unei școli inclusive  
 Titlu proiect: Profesionalizarea carierei didactice – PROF  
 Cod proiect: POCU/904/6/25/146587  
 Beneficiar: Ministerul Educației  
 Partener 2: Universitatea Transilvania din Brașov, Facultatea de Psihologie și științele educației, Departamentul pentru Pregătirea Personalului Didactic  
 Perioada de implementare: 1 aprilie 2021 – 31 decembrie 2023*

**A.4.2. Elaborarea reperelor strategice/metodologice de organizare și desfășurare a activităților componente ale procesului educațional în sistem blended learning și a programelor de formare a cadrelor didactice pentru utilizarea resurselor educaționale deschise**

**Validarea proiectelor de lecție propuse pentru disciplina ”Limba engleză”**

**Project-Work *My Favourite Season***

**Disciplina:** Limba engleză  
**Unitatea de învățare:** Școala  
**Titlul lecției:** Seasons  
**Clasa:** a V-a  
**Tipul lecției:** mixtă  
**Timp:** 50 de minute

Materialul propus poate fi o resursă educațională cu componenta blended integrată. Utilizarea tehnologiei este o condiție *sine qua non* a educației moderne. Materialul propus poate fi aplicat la clasa a V-a, disciplina: limba engleză. Watch the videos for inspiration and vocabulary:

[Learn the Four Seasons \\*Grammar for Kids\\* - YouTube](#)

[Four Seasons ~ Vivaldi - YouTube](#) – Listening to Vivaldi will help you work better.

TITLE	<i>My Favourite Season</i>
Task	Choose one season and write about: weather, activities to be performed in that season, fruits and vegetables that grow, important celebrations (events that happen in that season), whether you like it or not and reasons why.

	You will do a project to illustrate your favourite season. You may do the project on paper (cardboard) or as a PPT and you can use your own drawings or pictures to create images.
OBJECTIVE(S)	<p>To learn weather-related vocabulary.</p> <p>To use weather-related vocabulary in short texts.</p> <p>To compare weather in Romania and in the UK.</p> <p>To work in a team.</p> <p>To use imagination and creativity.</p>
TEAMS	Students will work in groups/ teams of 4
TIME	They have 1 week to work on it. They can bring materials into the class to ask for advice or correction or they can send materials on the school's platform to be corrected or improved by their teacher. The students will be encouraged to work together in their free time or at school, after classes.
PRESENTATION	Each team has 2 minutes to present their work. They will present all their projects in two classes of English. They will also present the team and their individual roles.
REFLECTION	<p>At the end the students will make general comments on the lesson. The teacher will make general comments and an overall assessment of their work.</p> <p>They will fill in an assessment form.</p>



### ASSESSMENT FORM (FORMULAR DE EVALUARE)

<b>Student name (OPTIONAL):</b>		<b>Classroom :</b>
<b>Teacher :</b>		<b>Date :</b>
<b>Educational goal :</b>		
OBJECTIVE	Examples illustrating student progress related to objective	REFERENCE
1. To learn about weather	I have learned many things about weather and compared seasons in Romania and seasons in UK	True/ False
2. To learn weather-related vocabulary	I have learned a lot of new words related to weather.	True/ False
3. To practice newly learned vocabulary	I used the newly acquired vocabulary in writing short texts about seasons.	True/ False
4. To work in teams	I learned that I have to be understanding and tolerant when I work with other colleagues.	True/ False
5. To use imagination and creativity	I got the chance to use my imagination and creativity in creating a project.	True/ False

**NOTE :** Students circle the reference that applies to them (*true* or *false*).

### CRITERII DE EVALUARE A PROIECTULUI:



### Forma scrisă/ desenată/ PPT:

- Relevanța conținutului la tema data;
- Organizarea logică a muncii;
- Abilitatea de a interpreta informația;
- Abilitatea de a se exprima logic în scris;
- Abilitatea de a face recomandări pentru un alt proiect ce poate deriva din acesta sau poate fi o urare a proiectului;
- Validitatea concluziei

### Prezentarea orală:

- Abilitatea de a arăta înțelegerea proiectului;
- Abilitatea de a prezenta rezultatele în secvențe logice;
- Abilitatea de a oferi explicații despre diverse produse/ rezultate;
- Disponibilitatea de a răspunde întrebărilor colegilor;

## LESSON PLAN - STARDOM

<b>CLASS</b>	8 <sup>th</sup> ; Intermediate level
<b>TITLE/ UNIT</b>	STARDOM – Project Work
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>- reading</li> <li>- speaking</li> <li>- listening</li> <li>- writing</li> </ul>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To develop Ss' speaking, listening and writing competences</li> <li>• To revise and reinforce grammar concerning past tenses</li> <li>• To encourage speaking, writing, reading and listening skills</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>- conversation</li> <li>- brainstorming</li> <li>- explanation</li> <li>- pair work</li> <li>- individual work</li> </ul>
<b>MATERIALS</b>	<p>texts, photos, cardboard, scissors, glue, coloured pencils</p> <p>(the students were prepared for the lesson)</p>
<b>ACTIVITIES</b>	<p><i>Activity 1:</i> Warm-up ( 3min)</p> <ul style="list-style-type: none"> <li>✚ <b>Teacher's activity:</b> T enters the classroom, greets the Ss, asks them how they are, if there are any Ss missing. Chatting in English, T creates the specific atmosphere for an English class.</li> <li>✚ <b>Teacher plays the song "I wanna be famous"</b> <a href="https://www.youtube.com/watch?v=6G_7QPal_og">https://www.youtube.com/watch?v=6G_7QPal_og</a></li> <li>✚ <b>Students' activity:</b> Ss present the result for their research on their chosen person (Hagi, Simona Halep, David Popovici, Bill Gates, LeBron James, Cristiano Ronaldo, Kylie Jenner). Students have to support their choices.</li> </ul>

- ✚ **Class management:** whole-class activity
- ✚ **Skills:** speaking

### *Activity 2:* ( 7 min)

- ✚ **Teacher's activity:** T invites the students to go to their group and to choose their spokesperson. The teacher goes from one group to another and helps students decide on the materials to use for their project.
- ✚ **Students' activity:** Ss then bring their materials together and start analyzing them and decide which most relevant material to choose, the layout of the project and which is the best way to present it.
- ✚ **Class management:** group-work (5 groups with 5 students)
- ✚ **Skills:** speaking, reading

### *Activity 3:* ( 15 min )

- ✚ **Teacher's activity:** T moves around the class, from one group to another and supervises their work and help Ss who need it.
- ✚ **Students' activity:** Each group of students works on their own project.
- ✚ **Class management:** group-work activity
- ✚ **Skills:** reading, writing, speaking

### *Activity 4:* (15 min )

- ✚ **Teacher's activity:** T asks the Ss to present their projects
- ✚ **Students' activity:** Each group of Ss has 3 minutes to present their project

	<ul style="list-style-type: none"><li>✚ <b>Class management:</b> whole-class activity, group-work activity</li><li>✚ <b>Skills:</b> speaking, listening</li></ul> <p><i>Activity 5: Feedback</i> (10 min)</p> <ul style="list-style-type: none"><li>✚ <b>Teacher's activity:</b> T appreciates Ss' work as being a good and effective one and she gives an evaluation report on each project.</li><li>✚ <b>Students' activity:</b> Ss listen to the evaluation on their work.</li><li>✚ <b>Class management:</b> whole-class activity</li><li>✚ <b>Skills:</b> speaking, listening,</li></ul>
--	---

MATERIALS:

## EVALUATION REPORT

### GROUP I

The project looks good, the content is objective and gives thorough information on Martin Luther King, but, at some point, there is too much information and the other students started to lose interest when listening to the presentation. The oral presentation was also a good one and the design is also clear, nice and attracted the audience's attention.

### GROUP II

The project's layout is very good, it has clearly defined areas between text and images. The written material is very concise and brings information that is interesting. I saw that students were paying attention while listening to the oral



presentation, which was good. The spokesperson knew how to give a good point to your work and to present Mother Theresa's work very well.

### GROUP III

Your project has many images and photos of Princess Diana, who was considered one of the personalities of the twentieth century. You also brought a lot of information on her life and work. I think you focused more on her life than her work, which is a pity as she supported many good causes. The project's layout was good and the oral presentation given was also a good one.

### GROUP IV

The project's design is good, it has images as well as drawings, which are suggestive for the person you described, Ayrton Senna. You chose the information that was the most relevant for your project and your spokesperson gave a good oral presentation on your work.

### GROUP V

I appreciate the fact that you brought copies of some of the paintings and the idea of showing them to your classmates was a good one, as it makes a point on Picasso's work. The layout is clear and well set on the project. The information you brought in this project is really interesting and I appreciate the fact that you presented, apart from his work, also a few things on his personal life.



## LESSON PLAN – MY FUTURE JOB

<b>CLASS</b>	8 <sup>th</sup> ; Intermediate level
<b>TITLE/ Module</b>	<b>My Future Job</b>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>- reading</li> <li>- speaking</li> <li>- listening</li> <li>- writing</li> </ul>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To learn and practice the vocabulary of jobs</li> <li>• To develop students' speaking and reading competences</li> <li>• To identify and exchange information</li> <li>• To encourage speaking and comprehension skills</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>- conversation</li> <li>- brainstorming</li> <li>- explanation</li> <li>- pair work</li> <li>- individual work</li> </ul>
<b>MATERIALS</b>	Textbook (digital <a href="https://manuale.edu.ro/manuale/Clasa%20a%20VII-a/Limba%20moderna%20engleza/UNISCANGRUPEDUCA%C8%9AIONA">https://manuale.edu.ro/manuale/Clasa%20a%20VII-a/Limba%20moderna%20engleza/UNISCANGRUPEDUCA%C8%9AIONA</a> ), photos, videos on social media, information found online
<b>ACTIVITIES</b>	<p><i>Activity 1: Warm-up (5 min)</i></p> <ul style="list-style-type: none"> <li>+ <b>Teacher's activity:</b> T enters the classroom, greets the Ss, asks them how they are and has a short discussion with them about how the day went that far. Then teacher checks their homework (social media videos on jobs).</li> <li>+ <b>Students' activity:</b> Students answer the teacher's questions and, individually, read the homework aloud.</li> <li>+ <b>Class management:</b> whole-class activity</li> </ul>

+ Skills: speaking, listening

### *Activity 2:* ( 3 min)

- + **Teacher's activity:** T introduces the new lesson and asks the students to answer two questions as a warm-up activity 1. What do you plan to do for a living?  
2. What do the other members of your family do for a living?. Students give different answers about their family members and their jobs. T listens to their answers.
- + **Students' activity:** Students tell what they would like to become in the future and what are their parents' jobs.
- + **Class management:** whole-class activity
- + **Skills:** speaking, listening

### *Activity 3:* ( 10 min )

- + **Teacher's activity:** Teacher explains the students the next task, tells them that they are going to watch a video and gives them tips on how to accomplish their task according to what they have heard and seen on the recording. Teacher tells the students that they match the conversations to the jobs in the book, allowing them time to write the words in their notebooks. At the end they discuss the jobs they have seen in the video and what qualities are necessary for each job. .
- + **Students' activity:** Students watch the video and solve the exercise in pairs. They discuss the findings with the class.
- + **Class management:** pair-work activity
- + **Skills:** listening, writing, speaking

### *Activity 4:* (15 min )

- + **Teacher's activity:** Teacher tells the students they have to express their desires and preferences (activity 3 in the book) related to the jobs seen in the video. "Which job would/ wouldn

t you like to do? Why? Tell your partner. (e.g. I would like to become a dog trainer because I like the idea of training animals.)

- ✚ **Students' activity:** Students work in pairs, asking and answering about their preferences related to jobs. They also discuss other jobs they have read about
- ✚ **Class management:** pair- work activity
- ✚ **Skills:** reading, speaking, writing

### *Activity 5:* (10 min)

- ✚ **Teacher's activity:** Teacher sends the students the link to the site [www.liveworsheets.com](http://www.liveworsheets.com) and tells them to fill in the worksheet related to jobs. They will use the newly acquired vocabulary and then discuss the different jobs. Teacher corrects possible errors in completing the task.
- ✚ **Students' activity:** Students fill-in the worksheet online and then report the results to the class. They receive explanations about the possible errors in the exercise. They discuss about the different jobs and whether they would like to do them.
- ✚ **Class management:** individual work, whole class activity
- ✚ **Skills:** speaking, writing

### *Activity 6: Feedback* (5 min)

- ✚ **Teacher's activity:** Teacher asks the students to think about the top 5 and bottom 5 jobs in our country and talk to their partner about this, then explain to the class.  
*Teacher appreciates the students' work and praises them for the good work.*
- ✚ **Students' activity:** Ss think about top 5 and bottom 5 jobs in our country and present their answers to their colleagues.

- + **Class management:** pair-work, whole class activity
- + **Skills:** writing, speaking

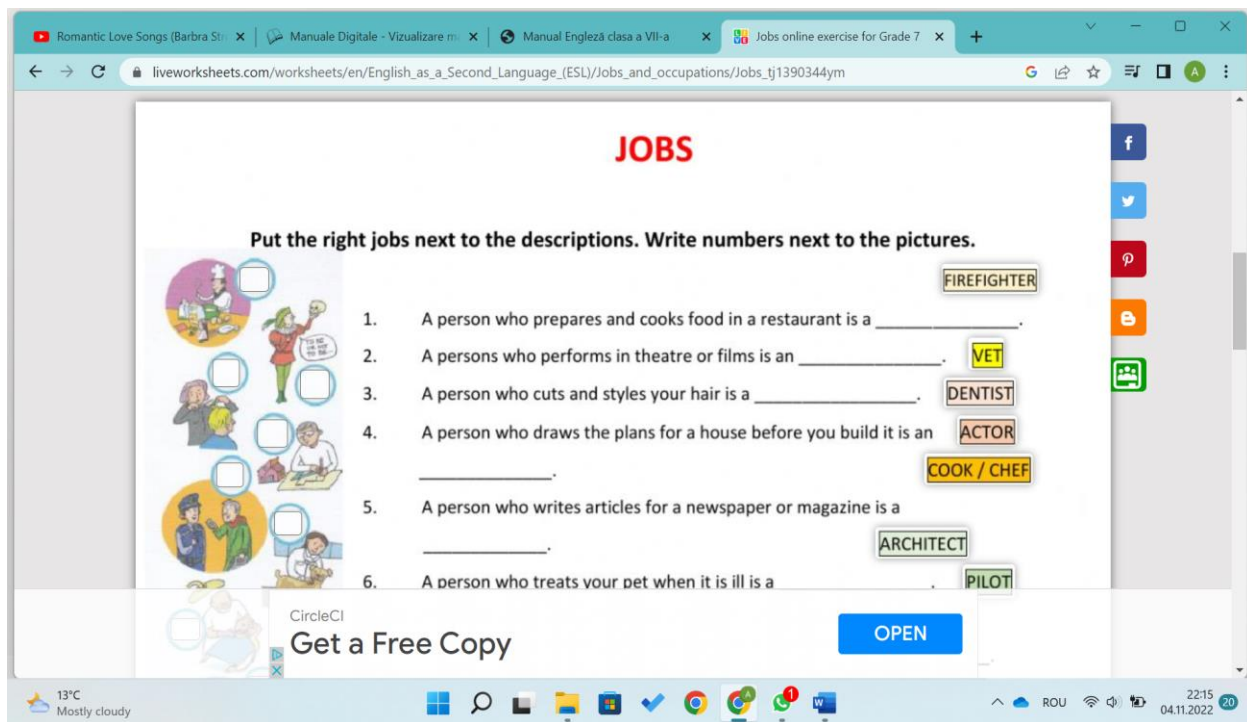
## *Activity 7: Homework* (2 min)

- + **Teacher's activity:** Teacher evaluates students' activity and tells them about what they have to do for the next time:  
Students may choose one of the following:
  1. Choose a job and research it, including advantages and disadvantages.
  2. "My dream job"
  3. Future jobs - 2030

MATERIALS:

WORKSHEET:

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Jobs and occupations/Jobs tj1390344ym](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Jobs+and+occupations/Jobs+tj1390344ym)



The screenshot shows a web browser window displaying a worksheet titled "JOBS". The worksheet contains a matching exercise with six numbered descriptions and six job titles in boxes. The job titles are: FIREFIGHTER, VET, DENTIST, ACTOR, COOK / CHEF, ARCHITECT, and PILOT. The descriptions are:

1. A person who prepares and cooks food in a restaurant is a \_\_\_\_\_.
2. A persons who performs in theatre or films is an \_\_\_\_\_.
3. A person who cuts and styles your hair is a \_\_\_\_\_.
4. A person who draws the plans for a house before you build it is an \_\_\_\_\_.
5. A person who writes articles for a newspaper or magazine is a \_\_\_\_\_.
6. A person who treats your pet when it is ill is a \_\_\_\_\_.

On the right side of the worksheet, there are social media sharing icons for Facebook, Twitter, Pinterest, and Blogger. At the bottom of the worksheet, there is a "Get a Free Copy" button and an "OPEN" button. The browser's address bar shows the URL: [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Jobs\\_and\\_occupations/Jobs\\_tj1390344ym](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_tj1390344ym). The Windows taskbar at the bottom shows the date and time as 04.11.2022, 22:15.

DATA: 18.08.2023

Elaborat,  
**Matache Adriana,**  
Expert in implementare curriculara cu abilitati TIC

