

PROIECTE DIDACTICE / DIDACTIC PROJECTS

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LIFE IS TO BE LIVED

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Abstract

We propose below an ordinary class of English planning. Every activity and method used here are to make students work critically.

Keywords: *planning, competences, didactic method.*

Rezumat

Vă propunem proiectul unei lecții de limbă engleză, în care fiecare activitate, dar și metodă de predare și de lucru planificată are drept scop să-i învețe pe elevi să analizeze faptele și să gândească critic.

Cuvinte-cheie: *proiect didactic, competențe, metodă de predare/învățare.*

Class Stages	Class Aims ¹	Stages Contents	Teacher's Activities	Students Activities	Feed-back
Warming up	CA(1)	"Life is to be lived"; The poem "Leisure" by William Henry Davies.	After greeting the teacher opens the activity with the first two lines from the poem "Leisure" by W.H. Davies. These lines have to express the fact that we must not lose our time, our life, but live the beauty of our reality. The first lines are taken as the key sentence of the class. It is explained and discussed by all the students, the teacher encouraging them for a better	The class recognize the poem and prepare their suggestions about the link between the poem and the key sentence of the topic. There are some great ideas based on this link like: (a) life is too short not to feel its beauty; (b) life has a lot of miracles that must be discovered by us like: daylight, sun, time and others.	

<p>Motivation Evocation</p>	<p>CA(2)</p>	<p>The teacher announces the class objectives.</p>	<p>expression. Using questioning the teacher continues to develop the class topic: (1) <i>What do we have to do during our life?</i> (2) <i>What goals must we have acquired during our life?</i> (3) <i>What are our values?</i> (4) <i>etc.</i> These questions are put down on colourful cards and given to four groups (the students are divided into four groups), each group has to find lots of answers.</p>	<p>Students work together as an active group. Students from four groups receive the cards and begin working together. In the end finishing the work they create an united and structured characteristic of the class topic.</p>	
<p>New information Meaning Expression</p>	<p>CA(2) CA(3)</p>	<p>The text “My mother’s Hands”</p>	<p>Using skimming the teacher tries to have the new text understood. Students must read it quickly and then have a discussion on the meaning of the text. As the text is skimming by parts it is easier to finish, analyze and understand it. At the end of the activity the students get the technique T on two cards, the key sentences being “Family life need patience and care” and “The patience is the</p>	<p>Students read rapidly the new information and present its understanding. After this activity students analyze the text. They are to find the main idea, the major theme, the types of characters, to describe the text style and other spheres of its characteristic. They receive the cards, form two big groups and</p>	<p>The activity has good results, because the students remember the final ideas having them as standards in life for different situations.</p>

		Pros and cons	<p>family peace". After having worked with the cards the students present their arguments. Some of them think that the family is patience and other well. Known values in the end of the activity the teacher asks to his students to give a conclusion or an evaluation of their work. Students have to note for the positive meaning and for the negative part where everyone is a personality and mustn't endure the other one's behaviour or bad manners. After the vote they present the conclusion that we must have a great patience to be together with our loved person.</p>	<p>begin working on this project. They find pros and cons of the presented situation. They find a double solution that members of a family must be patient and face all difficulties together. Others think that there must be love and not patience. Students are so active that they create a debate based on the ideas that a wife mustn't and needn't endure her spouse's behaviour not to lose her youth and life. Others are sure that a couple has to face all in this life together, because only understanding we may realize our life goal of having an united and strong family.</p>	
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Practice form - whole class methods: role play, acting, debate, communicative, form-group work, reflection.	CA(4)		The teacher (using role play) presents to his students two ideas where some of them have to be the author of the text and change its ending, and others are to take the place of the main character of the story (of the son, for example). The students work for 5 minutes and then show their results supporting them with arguments.	The students form two groups and after having worked they use acting to present the final work when we see their ideas and decision. Each group presents their work having by two representatives to motivate their decision.	The role play has also good effects due to the possibility of self expression that it is felt practicing this method.
Application. Form-whole class, group work. Methods: questionning, communicative.	CA(2)	New phrases and idioms New vocabulary	The students are guided to use new phrases and words in written and oral form. Some of the students have to work on some questionnaires. Accomplishing them the students answer questions based on the topic of the class. They must use as many new words as possible. The other part of the	The students work independently to make their point of view clearer. They begin working on the presented requirements. They prepare the lists in written form to be handed in. They prepare their speech and motivation mirrored into their situations	The result of these activities is evident, because they show that the objectives proposed at the beginning of the class are accomplished. This is seen when they maintain an united and fluid communic

			class need some minutes to think about short true to life situations.	(stories).	ation and they evaluate the class and leave the class on an instrumental tune.
Checking homework	CA(3)		The students present their work accomplished at home. The homework is listened to and marked.	The students get grades and the motivation of their marks.	
Evaluation Extention Homework	CA(4)	Evaluation of the objectives A calm music is heard on the background.	A student reads again the objectives from the blackboard and the rest of the students are to express their opinions about the work done during the class. The teacher fixes the homework, explains it and finishes the class.	The students express their opinions and give a mark to the lesson. Their point of viewis that objectives were accomplished and they give a good grade to the class. They put down the homework and hear the bell.	

LEISURE

(by William Henry Davies)

What is this life if, full of care,
 We have no time to stand and stare.
 No time to stand beneath the boughs
 And stare as long as sheep or cows
 No time to see, when woods we pass,
 Where squirrels hide their nuts in grass.
 No time to see, in board daylight,
 Streams full of stars, like skies at night.
 No time to turn at Beauty's glance,
 And watch her feet, how they can dance.
 No time to wait till her mouth can

Enrich that smile her eyes began.
A poor life this is if, full of care,
We have no time to stand and stare.

Note

¹Class Aims (=CA): (1) presenting orally some ideas, opinions and viewpoints found in an oral message, through expressing personal attitudes and using arguments; (2) providing oral answers to a questionnaire, an interview on topics of interest using appropriate language and respecting socio-cultural norms, according to the role and relationships with interlocutors; (3) developing necessary communicative abilities to express the logical speech into dialogues; (4) analyzing situations described in oral written texts to identify the style, the ideas, topic problems and relationship between the main characters.

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