

Teacher: MORUZI LUCRETIA

School: "VASILE ALECSANDRI" HIGHSCHOOL, IASI

Date: 11th October 2016

Grade: 7th

Number of Students: 12

Time allowed: 30'

Previous work: Students are accustomed to communicative activities and various interaction patterns. Equal attention is paid to fluency and accuracy. Ss express opinions both orally and in written form.

Learner preferences: Students enjoy getting involved in interactive activities and using the language in real lifelike situations of communication. They easily get involved in activities using visual prompts and activities which develop their imagination.

Speaking- Agreeing and Disagreeing in English

Aims: 1. to raise Ss interest in the topic

2. to enrich Ss vocabulary through communicative exercises

3. to stimulate Ss to communicate in the target language

Lesson objectives: At the end of the lesson, students will be able to:

1. use vocabulary associated with stating opinions, agreeing and disagreeing, settling /interrupting discussions;
2. listen to extract specific information
3. respond positively or against an input;

Approach: The Communicative Approach

Procedure:

1. Students were shown a photo displayed on the video projector and asked to come up with words related to it. The list of words was written on the board. 2-3'
2. Students were paired and asked to cooperate together to label the photo. 3'
3. All labels are written on the board and students have to agree on the most appropriate. 2'
4. A Youtube video on agreeing-disagreeing (<https://www.youtube.com/watch?v=WsViEcgk8vI>) is played and students are asked to pay attention to the language used for agreeing/disagreeing. (1.25')
5. Students come up with words/expressions related to agreeing and disagreeing. (2')
6. Students are paired again and asked to discuss whether breakfast is the most important meal of the day or not. (5')
7. Pairs of students come in front of the classroom and discuss the topic, students provide direct feedback on both language used and task completion. (10')

8. Finally, all students have to identify the words/expressions heard during the pair discussions by analyzing the expressions for agreeing/disagreeing on the following webpage <https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>

9. Follow –up Activity:

Teacher: MORUZI LUCRETIA

School: “VASILE ALECSANDRI” HIGHSCHOOL, IASI

Date: 24th May 2016

Grade: 10th

Number of Students: 14

Time allowed: 50'

Previous work: Students are accustomed to communicative activities and various interaction patterns. Equal attention is paid to fluency and accuracy. Ss express opinions both orally and in written form.

Learner preferences: Students enjoy getting involved in interactive activities and using the language in real lifelike situations of communication. They easily get involved in activities using visual prompts and activities which develop their imagination.

Your body language shapes who you are | Amy Cuddy

https://www.youtube.com/watch?v=Ks-_Mh1QhMc

Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy shows how "power posing" -- standing in a posture of confidence, even when we don't feel confident -- can affect testosterone and cortisol levels in the brain.

1. Students are asked to watch the video (11') and analyse discourse in relation to body language. What does she do while speaking? How does she deliver her speech? Is she convincing? Is she engaging her audience? What strategies does she use? Students listen carefully and analyse as many details related to public speaking as possible. They do that individually while watching the video and they may even write down some observations.
2. Students are invited to react to the piece of the video they have just watched. They express their opinion in groups of four and analyse together Amy Cuddy's discourse and body language.
3. All groups are invited to express their ideas/opinions regarding the discourse delivery they have listened and watched. Few conclusions are drawn. A list of 'DOS' and 'DONS' is being done.
4. Students are given 1' to think of five colours they like and rank them from 1 to 5, 1 being the most liked one.
5. Students are invited to take the floor and say which are their favourite colours and why one is more liked than another in 1'. After each 1' discourse, students are invited to react and provide immediate feedback regarding body language, posture and message delivery. (Three students deliver their speeches)
6. The video is played again till the minute 11.09'. At some points it is paused and students are invited to provide feedback as they did while listening to their mates. Ideas exposed in the video are discussed in a whole class-

session, argued for or against. Students watch the whole video (21.02') and they are asked to pay attention to what is being said.

7. A 10' whole-class session is being held and students comment on the video. They discuss about the importance of self-confidence in relation to non-verbal behavior, about the ability of understanding non-verbal behavior and its importance, about attitude, confidence and power of speech.
8. Students are given 5' to prepare a 3' speech based on the following ideas: "Our body changes our behavior. Our behavior changes our mind. Our mind changes our life."
9. Three students delivered their speech; students evaluate them all in turns and provide feedback.(15')
10. Don't fake it till you make it! Fake it till you become it!
11. Tiny things can lead to big changes!

Erasmus + School Media Center: Taming the Fourth Power - Virtual Trips (9.12.2015)

Devided in groups of eight, students have to search for videos which take us all on a virtual trip in the countries involved in the Erasmus+ project (Poland, Czech, Italy and Turkey).

Comments:

They all used the internet search engines to find the video that they considered most appropriate for discovering the country and region where the partner school is located, its culture and customs. Students discussed, watched videos, analysed them and together decided on the one they considered the most suitable. It was interesting to see them all watching videos not for fun, but for searching information needed and analyse each video critically. What's more, students had to state their point of view clearly and sometimes express their opinion on the spot without too much preparation, they had to say why they didn't like a certain video or why they liked one more than another.

Videos were presented and opinions were expressed in a whole-group session. At the end of the activity, they all decided to search for a video of their own city at the next meeting. The aim of this next activity is to analyse if online videos depict the real city.

Teacher: MORUZI LUCRETIA

School: "VASILE ALECSANDRI" HIGHSCHOOL, IASI

Date: 12nd October 2016

Grade: 11th

Number of Students: 12

Time allowed: 30'

CAE Speaking Exam: Part 3 –Reaching a consensus

Aims: 1. to raise Ss interest in the topic

2. to enrich Ss vocabulary through communicative exercises

3. to stimulate Ss to communicate in the target language

Lesson objectives: At the end of the lesson, students will be able to:

1. use vocabulary associated with stating opinions, agreeing and disagreeing, settling /interrupting discussions;
2. listen to extract specific information
3. respond positively or against an input;

Approach: The Communicative Approach

Procedure:

1. Students were shown a photo displayed on the video projector and asked to come up with words related to it. The list of words was written on the board. 2-3'
2. Students were paired and asked to cooperate together to label the photo. 3'
3. All labels are written on the board and students have to agree on the most appropriate. 2'
4. A Youtube video on agreeing-disagreeing (<https://www.youtube.com/watch?v=WsViEcgk8vI>) is played and students are asked to pay attention to the language used for agreeing/disagreeing. (1.25')
5. Students come up with words/expressions related to agreeing and disagreeing. (2')
6. Students are paired again and asked to discuss whether breakfast is the most important meal of the day or not. (5')
7. Pairs of students come in front of the classroom and discuss the topic, students provide direct feedback on both language used and task completion. (10')

8. Finally, all students have to identify the words/expressions heard during the pair discussions by analyzing the expressions for agreeing/disagreeing on the following webpage <https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>

Teacher: MORUZI LUCRETIA

School: "VASILE ALECSANDRI" HIGHSCHOOL, IASI

Date: 16th January 2016

Grade: 5th

Number of Students: 2

Time allowed: 20'

Doing online crossword puzzle

Aims: 1. to revise vocabulary related to parts of the body

2. to enrich Ss ability to understand and interpret correctly images

3, to listen to extract specific information

4. to stimulate Ss to use previous knowledge in the target language

Lesson objectives: At the end of the lesson, students will be able to:

1. use vocabulary associated with parts of the body
2. use technology in their learning process

Approach: The Communicative Approach

Procedure:

1. Students were shown a photo displayed on the video projector and asked to come up with words related to it. All words related to parts of the body were written on the board. <http://www.learnenglish.de/vocabulary/body.html> (5')

2. Students were paired and asked to cooperate together to draw/ write down the parts of the body they heard <http://www.learnenglish.de/vocabulary/body.html> (5')

3. Students were grouped and asked to cooperate together to label the parts of the body they could see in the images (handout)

3. All labels are checked out in a whole class session. (2')

4. Students were given the following link <https://www.toglic.com/en/self-open/587896daa2a21/embed> to fill in the crossword puzzle (5')(Other possibility is to display the crossword puzzle on the video projector and students work it individually and it is checked at the end of the lesson) This way we check our students' vocabulary related to parts of the body. (5'-8')

Follow-up

Students are asked to work their own crossword at home.