

“I WOULD PICK MORE DAISIES” BY NADINE STAIR

1. Uwagi ogólne

Tekst *I Would Pick More Daisies* jest adresowany do studentów kierunków humanistycznych, włączając w to filologię, filozofię, socjologię, religioznawstwo, kulturoznawstwo, psychologię, pedagogikę itp.

2. Poziom zaawansowania: poziom B1/B2/C1

3. Czas trwania opisanych ćwiczeń: 15–30 minut, w zależności od realizacji wszystkich proponowanych ćwiczeń bądź tylko niektórych z nich

4. Cele dydaktyczne:

- powtórzenie i utrwalenie materiału gramatycznego z zakresu *conditional sentences*,
- poszerzenie słownictwa,
- rozwijanie sprawności mówienia (*speaking*), np. wygłaszania sądów, opinii, zabierania głosu w dyskusji, i kreatywnego pisania (*story*).

5. Uwagi ogólne

Materiał może służyć jako uzupełnienie przy powtórzeniu i konsolidacji wiedzy na temat zdań warunkowych.

**“I would pick more daisies” –
attributed to Nadine Stair, aged 85 (an adapted version)**

Source: <http://newint.org/features/1995/02/05/pick/>; <http://www.unshod.org/pfbc/pfdaisies.htm>, access: 17 February, 2013.

1. (optional lead-in). Ask the students to discuss the following questions in pairs:

1. Do you like poetry? Why (not)?
2. Do you (ever/often/sometimes) read poetry?
3. If you read poetry, why do you do it?
4. On what occasions do you read poetry?
5. Do you think it is important to read poetry?
6. Have you ever learnt a poem by heart? Why? What for?
7. Do you ever read poetry in English?
8. Do you remember any good lines, can you quote some?
9. Do you think you can learn grammar from poems?
10. Do you think you can learn some wisdom from poems?

2. Divide the class into five groups. Give each group one part of the poem. It needs to be cut into five parts prior to the lesson. The suggested parts are:

Part 1: lines 1-11

Part 2: lines 12-15

Part 3: lines 16-17

Part 4: lines 18-20

Part 5: lines 21-25

Students work in groups interpreting their fragments.

Help with new vocabulary being ready to explain “limber up”, “sane”, “parachute”, “travel light”, “barefoot”, “merry-go-round”, and any other words they might ask about.

3. When all groups are ready with their interpretations, they appoint a speaker who will speak for the group. Give each group the remaining four parts and read through the poem with the whole class. The speakers then present the conclusions of their groups to the rest of the class in the order in which the fragments appear in the original text. The final product is a full interpretation of the whole poem.

4. Ask the students what grammar structure is illustrated by the poem. Elicit the use of conditional sentences, type 2. Ask students to give you examples of some of the sentences transformed into conditional sentences, types 0, 1 and 3. With each example a plausible context for a particular sentence should be given.

5. Tell the students to work in pairs and exchange a couple of personalized statements about their own feelings in reference to the message of the poem. Ask them to discuss which ideas they like and why.

6. Tell the students they are going to write a new poem. Ask the same five groups to write fragments of a new poem based on their own ideas like the ones they were interpreting. Give them the title: "If I had my childhood to live over again..."

When the groups are ready new speakers read their parts and the common product of the class is a new poem.

7. Tell the students the poem they were using as a model is attributed to Nadine Stair who was 85 when she wrote it. Inform them that some sources claim the original was a longer piece of prose written by Don Herold, and it has been much plagiarized and attributed to all sorts of people Nadine Stair being one of them.

Ask the interested students to search for more information on the internet. Volunteers can tell the class about their discoveries next time.

8. Set a writing assignment for homework asking the students to write a story in which they would use the sentence "I would pick more daisies".