

# LESSON PLAN

**SCHOOL –**

**GRADE – 7<sup>th</sup>**

**LEVEL – A2**

**TEACHER –**

**UNIT –**

**LESSON – Films**

**TYPE OF LESSON – Teaching vocabulary**

**DATE –**

**TIME – 50 minutes**



## **COMPETENCES:**

1. Receptarea de mesaje orale simple
- 1.3. Manifestarea interesului pentru descoperirea unor aspect culturale specifice
3. Receptarea de mesaje scrise simple
- 3.1. Identificarea unor detalii din texte simple care conțin informații uzuale

## **AIMS:**

At the end of the lesson students will be able to:

- ✓ talk about famous couples people
- ✓ use vocabulary related to famous people
- ✓ develop reading comprehension skills
- ✓ understand essential information from a text;
- ✓ show interest in gaining new information about matters of the heart;

## **SKILLS:**

- writing;
- reading;
- listening;

## **TECHNIQUES:**

- dialogues;

- observation;
- explanation;
- individual work;
- group work;
- educational application:

### RESOURCES:

- overhead projector;
- flipchart;
- whiteboard;
- notebooks;
- textbook;
- handouts;
- worksheets;
- flashcards.
- canva

### ANTICIPATED PROBLEMS:

Students might

- not use correctly all the words related to films.
- encounter difficulties in writing correctly about their favourite film.

### ACTIVITIES

WARM UP	
AIM	*creating a pleasant atmosphere for the English class; *helping students feel relaxed.
INTERA CTION	*T – Ss *Ss - T
PROCE DURE	*T asks sts to give the definition of love according to their ages and then gives students some chocolate. Inside the wrappers sts find the names of famous couples and they have to match the couples. 3. The teacher asks students about famous couples by showing them a power point presentation and then she tells pupils the name of the new lesson and writes it on the board. <a href="https://www.canva.com/design/DAGnufSvvvc/_ed-">https://www.canva.com/design/DAGnufSvvvc/_ed-</a>

	<a href="https://pddvkzDByqhzUBWEPg/edit?utm_content=DAGnufSvvc&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">PddvkzDByqhzUBWEPg/edit?utm_content=DAGnufSvvc&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> ( Appendix 1) *T announces the title and the aims of the lesson.
ESTIMATED TIME	*5 minutes

TRANSITION TO THE NEW TOPIC	
AIDS	*overhead projector, laptop
AIM	*introducing the vocabulary related to the lesson
COMPETENCES	1.3. Manifestarea interesului pentru descoperirea unor aspecte culturale specifice
INTERACTION	*Ss – Ss *Ss – T
PROCEDURE	The teacher presents key terms in advance and asks the students to match the new words with their definitions. (Appendix 2)
ESTIMATED TIME	*7 minutes

PRESENTATION:	
1. LEAD IN(pre-reading/pre-speaking/pre-writing/pre-listening)	
AIDS	* handouts
AIM	*practise vocabulary related to the story
COMPETENCES	3.1. Identificarea unor detalii din texte simple care conțin informații uzuale

INTERACTION	<p>*T – Ss</p> <p>*Ss – T</p>
PROCEDURE	<p>The teacher asks the students to sit in a circle. The teacher tells them a story, and the students must act according to the characters.</p> <ul style="list-style-type: none"> <li>• When they hear "Juliet," they must bow like a princess.</li> <li>• When they hear "Romeo," they must kneel.</li> <li>• When they hear "the Friar," they should act as if they are praying.</li> <li>• When they hear "Capulet" or "Montague," they must pretend to be enemies.</li> </ul> <p>Appendix 3</p>
ESTIMATED TIME	*7 minutes

DEVELOPMENT/ PRACTICE (while- reading/while- speaking/while- writing/while- listening)	Practice 1
AIDS	* handout, overhead projector
AIM	* develop and practise productive and receptive skills (reading, writing).
COMPETENCES	3.1. Identificarea unor detalii din texte simple care conțin informații uzuale
INTERACTION	<p>*Ss – Ss</p> <p>*Ss - T</p>
PROCEDURE	<p>* Students receive a text structured in paragraphs. Each paragraph is followed by different types of exercises for text comprehension. (Appendix 4)</p> <p>Students receive worksheets and must arrange the events in chronological order (Appendix 5).</p> <p>*Ss work in groups.</p>

	(Annex 3)
ESTIMATED TIME	*5 minutes
PRODUCTION/ FEED-BACK (post- reading/post- speaking/post- writing/post-listening)	
AIDS	*overhead projector, handouts
AIM	*develop and practise productive and receptive skills (reading, writing)
COMPETENCES	3.3 Identificarea informațiilor din mesaje scrise simple
INTERACTION	*S- S *T - Ss
PROCEDURE	*Students must recreate the balcony scene through a role-play exercise (Appendix 6)  Students must complete a letter that Romeo writes to Juliet, using their own words (Appendix 7).
ESTIMATED TIME	*15 minutes

Emotional Feedback/ Aims' checklist	
AIMS	*getting feed-back from the Ss
INTERACTION	*Ss - T
PROCEDURE	*T asks Ss to say a number from 5 to 10 which best describes their emotional state at the end of the English class.
ESTIMATED TIME	*1 minute

Assigning Homework	
AIM	*practise vocabulary related to films;
INTERACTION	*T - Ss

PROCEDURE	*T writes the homework on the blackboard.  Write a 100-word text: <i>"What would have happened if Romeo had received the friar's message about Juliet's fake death?"</i>
ESTIMATED TIME	*1 minute

## Appendix 1

PPT-

[https://www.canva.com/design/DAGnufSvvvc/\\_ed-PddvkzDByqhZUBWEPg/edit?utm\\_content=DAGnufSvvvc&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGnufSvvvc/_ed-PddvkzDByqhZUBWEPg/edit?utm_content=DAGnufSvvvc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## Appendix 2

1. Give students terms in advance and they have to match the words with their meaning

1.rage	a) tending to do things suddenly without thinking about the results
2.poison	b) strong uncontrollable anger
3.sword	c) a liquid mixture intended as a medicine, poison or magic charm
4.despair	d) monk
5.impulsive	e) to send away by force
6.recognise	f) to push, jump, or rush suddenly all the way into(something deep, thick et.)
7.plunge a sword into someone	g) a weapon with a long sharp blade
8.on top of that	h)complete loss of hope
9.friar	i) to know someone you have seen or heard before
10.expel	j) in addition to that
11.potion	k) a substance which can kill people, animals or plants .

### Appendix 3

Teacher tells students the story, and they must act according to the characters. .When they hear 'Juliet,' they should take a bow like a princess. When they hear 'Romeo,' they should kneel. When they hear 'Friar,' they should act as if they are praying. When they hear 'Capulets' or 'Montagues,' they should pretend to be enemies."

Verona, Italy, during the fifteenth century, The Montagues and The Capulets, two important families from Verona, were bitter enemies and fought constantly. Their hate was so big that caused a tragedy.

One evening, Romeo Montagues and his best friend Mercutio went to a party at the Capulets' house. They wore masks so no one would recognize them. There, Romeo saw the most beautiful girl he had ever seen. They instantly fell in love. But later he found out her name. She was Juliet Capulet, the daughter of his family's worst enemy.

Later, that night Romeo climbed the wall to Juliet's balcony and they declared eternal love for each other. The following day they were secretly married by Friar Lawrence. Friar Lawrence helped them because he thought that their love would stop their families' hate for each other.

The day after the wedding, during a fight, Tybalt Capulet plunged his sword into Mercutio's side and killed him. Blinded with rage, Romeo killed Tybalt to avenge his friend. The Prince of Verona, who had had enough of the fighting, expelled Romeo from Verona. He said " Romeo, you must leave Verona and never come back! You were too impulsive!"

Juliet was in despair: Her dear cousin Tybalt, murdered by her beloved Romeo. On top of that, her parents wanted to marry Paris, a man she disliked. Friar Lawrence had a plan: 'Drink this potion ', he said. 'You will appear to be dead for twenty -four hours. When they leave your body in the chapel, Romeo can come back and you can escape together. I will tell Romeo the plan in a message.

Unfortunately, Romeo never got Friar's message. When he heard that Juliet was dead, he believed it. He couldn't live without her so he bought some poison and drank it in the chapel. He died next to Juliet's body.

When Juliet woke up, she found, to her horror, Romeo's dead body lying next to her. She took his dagger and drove it into her heart.

Romeo and Juliet were found lying dead in each other's arms. Because of their parents' hate, the two lovers died. The families finally saw their mistakes and over the bodies of their children, promised to live in peace.

## Appendix 4

### Romeo and Juliet

Verona, Italy, during the fifteenth century, The Montagues and The Capulets, two important families from Verona, were bitter enemies and fought constantly. Their hate was so big that caused a tragedy.

Answer the questions:

- *When and where does the story take place?*
- *Who were the two feuding families?*
- *What was the cause of the tragedy?*

One evening, Romeo Montagues and his best friend Mercutio went to a party at the Capulets' house. They wore masks so no one would recognize them. There, Romeo saw the most beautiful girl he had ever seen. They instantly fell in love. But later he found out her name. She was Juliet Capulet, the daughter of his family's worst enemy.

Write TRUE or FALSE.

- Romeo went to the Capulet's party alone.
- Romeo and Mercutio wore masks to disguise themselves.
- Juliet was the daughter of the Montague family.



Later, that night Romeo climbed the wall to Juliet's balcony and they declared eternal love for each other. The following day they were secretly married by Friar Lawrence. Friar Lawrence helped them because he thought that their love would stop their families' hate for each other.

Fill in with the missing words:

Romeo climbed ..... to Juliet's balcony and they declared eternal love for each other.

They were secretly ..... by Friar Lawrence.

..... helped them because he thought that their love would stop their families' hate for each other.

The day after the wedding, during a fight, Tybalt Capulet plunged his sword into Mercutio's side and killed him. Blinded with rage, Romeo killed Tybalt to avenge



his friend. The Prince of Verona, who had had enough of the fighting, expelled Romeo from Verona. He said " Romeo, you must leave Verona and never come back! You were too impulsive!"

Choose the right answer:

**Tybalt Capulet/Romeo** plunged his sword into **Mercutio's** side and killed him.

Romeo **forgave/killed** Tybalt to avenge his friend.

The Prince of Verona expelled **Friar Lawrence /Romeo** from Verona.

Juliet was in despair: Her dear cousin Tybalt, murdered by her beloved Romeo. On top of that, her parents wanted to marry Paris, a man she disliked. Friar Lawrence had a plan: 'Drink this potion ', he said. 'You will appear to be dead for twenty -four hours. When they leave your body in the chapel, Romeo can come back and you can escape together. I will tell Romeo the plan in a message.

Write a name for each sentence:

Juliet's parents wanted her to marry .....

.....had a plan to help Romeo and Juliet.

..... will appear to be dead so Romeo can come back and escape together.

The plan will be told to Romeo by.....

Unfortunately, Romeo never got Friar's message. When he heard that Juliet was dead, he believed it. He couldn't live without her so he bought some poison and drank it in the chapel. He died next to Juliet's body.

Answer the questions YES/NO:

Did Romeo get Friar's message?

Did he believe that Juliet was dead?

Could he live without her?

Did Romeo drink the poison?

Did he die?

When Juliet woke up, she found, to her horror, Romeo's dead body lying next to her. She took his dagger and drove it into her heart.

Circle the correct answer:

a) dagger -sword	b) woke up -stood up	c) dead body -speechless
-Knife	-got up	-deceased

Romeo and Juliet were found lying dead in each other's arms. Because of their parents' hate, the two lovers died. The families finally saw their mistakes and over the bodies of their children, promised to live in peace.

Did the families understand their mistakes?

Would you have imagined a happy ending?

Would you change the ending of the story?

## Appendix 5

### PUT THE PARAGRAPHS IN THE CORRECT ORDER TO SUMMARISE THE STORY:

- A) The families finally saw their mistake and, over the bodies of their children, they promised to live in peace.
- B) The Montagues and the Capulets, two important families from Verona, were bitter enemies and fought constantly.
- C) When Juliet woke up, she found, to her horror, Romeo's dead body lying next to her. She took his dagger and drove it into her heart.
- D) Blinded with rage Romeo killed Tybalt to avenge his best friend.
- E) The Prince of Verona expelled Romeo from Verona.
- F) Friar Lawrence decided to help the two lovers and gave Juliet a potion which made her appear dead.
- G) Romeo thought that Juliet was dead and he killed himself.
- H) The message about Juliet's fake death didn't get to Romeo.
- I) They met at the Capulet's party and they fell in love. They married the next day.

## Appendix 6

### Dramatic Reading: Balcony Scene

#### Instructions:

- Assign two students as Romeo and Juliet.
- Encourage expressive reading with gestures.
- Add soft instrumental music to create a romantic atmosphere.

**Juliet:** (Looking at the sky) Oh, Romeo, Romeo! Where are you, my Romeo? If only you had another name, we could be together!

**Romeo:** (Stepping forward) My love, I will change my name if it means I can be with you! Your love is more important than my family's name.

**Juliet:** But if my family sees you here, they will be angry! It is dangerous!

**Romeo:** I do not care. Love gives me courage. I would rather face danger than live without you.

**Juliet:** If you truly love me, tell me honestly. Do you love me?

**Romeo:** Yes, with all my heart! Will you promise to love me too?

**Juliet:** Yes, I do. But we must be careful. If you truly love me, let's find a way to be together forever.

**Romeo:** I will find a way! Good night, my love.

**Juliet:** Good night! Until we meet again!

## **Appendix 7**

- Ask students to imagine they are Romeo or Juliet and write a short love letter.

### **Example Letter:**

*My dearest Juliet,*

*From the moment I saw you, my heart has belonged to you alone. Your beauty is like the stars in the night sky, guiding me through the darkness. Even though our families are against us, my love for you will never change.*

*I promise to find a way for us to be together. Until then, I will dream of you every night.*

*Yours forever,*

*Romeo.*

*Fill in the letter with your own words:*

*My dearest Juliet,*

*From the moment I saw you, my heart has belonged to you alone. Your beauty is like ....., guiding me through the darkness. I can't imagine my life without..... Even though our families are against us, my love for you will never change.*

*I promise to find a way for us to be together. Until then, I will dream of you every night.*

*Yours forever,*

*Romeo.*