Lesson Plan

Candidate name: CARMEN NEAGU
Date: 19th November 2014
Unit/Topic: PRIDE AND PREJUDICE
Level: INTERMEDIATE, 11th B GRADE (2 classes/week, Visual Arts profile)

LESSON OBJECTIVES:

- Summarizing the PRIDE AND PREJUDICE story book;
- Agreeing/ disagreeing on the topics of the story ;
- Describing scenes in the story using the new vocabulary.

RESOURCES/Safety Considerations

- Class Desired Behaviour signs
- Background music
- Candies with messages
- PRIDE AND PREJUDICE movie
- Costumes
- Script
- Journals
- Feedback signs
- POST-IT notes

ASSESSMENT

- **Peer assessment**
- **Performance task assessment**
- **Formative assessment**

TIME	INTRODUCTION	INTERACTION	RESOURCES
5'	• Teacher reminds Ss the class desired behaviour and the attention getter used throughout the lesson: THE ONLY EASY DAY WAS YESTERDAY. • Teacher describes the following situation to Ss: *Imagine you are dressed in very formal clothes. Ladies wear tight bodices and long skirts. The men wear suits, shirts and ties. Individually walk to a chair and sit on it imagining that you are actually wearing such a costume. Ladies do not cross your legs, gentlemen do not put your hands in your pockets. You are living in the year 1895 and you are rich, VERY Rich*! • Ss act it out.	**T-S** **S-S**	Class Desired Behaviour signs Background music

TIME	MAIN CONTENT	INTERACTION	RESOURCES
5'	• Ss are invited to have candies with messages. When they open the candy, they find a word which they must use in describing a scene from the story PRIDE AND PREJUDICE read so far.	**T-S**	Candies with messages
5'	• Using the soundless video and imageless sound techniques, Ss describe scenes from the story PRIDE AND PREJUDICE read so far.	**T-S**	The PRIDE AND PREJUDICE movie
5'	• Teacher invites a student to make a short summary of the story and colleagues to ask him/her extra questions.	**T-S** **S-S**	Journals
10'	• Ss roleplay Mr.Darcy's first proposal.	**S-S**	Costumes Script
10'	• Ss read in turn a fragment of the PRIDE AND PREJUDICE script and the teacher helps them understand the general meaning of the scene.	**S-S**	Script
5'	• Ss watch the movie fragment illustrating the reading and notice any differences between the script and the movie.	**T-S**	The PRIDE AND PREJUDICE movie

TIME	CONCLUSION	INTERACTION	RESOURCES
5'	• On separate Post-it notes, students write what they THINK and FEEL. They stick and group them on a wall under HEART FEEDBACK and HEAD FEEDBACK. • Teacher gives feedback on the class performance and praises the most active students.	**T-S**	POST-IT NOTES FEEDBACK SIGNS