



CLIL Lesson Plan

Teacher:

Lykogiannaki Styliani

Subjects Literature, Drama and English

Grade: 9th grade

involved:

Time: 6 lessons of 45 minutes

Unit or topic: Ancient Greek theatre, biography of classic playwrights, Shakespeare, "Romeo and Juliet" drama

English level: from B1 to C1

Learning Outcomes (aims, objectives)

By the end of these lessons students will:

Be introduced to ancient Greek drama and its representatives.

Do research about the life and work of classic playwrights.

Create biographies of well-known ancient Greek and English playwrights.

Share previous experience and emotions regarding watching theatre performances.

Develop awareness about Shakespearean drama.

Unfold their imagination.

Practice in making dialogues.

Develop their writing skills.

Express themselves through art.

Enhance their acting skills.

Assessment

Teacher peer and self-assessment processes will be introduced to assess how well learners will:

Answer activities on their worksheets.

Participate in class.



Do research about ancient Greek tragedians and present the outcomes of their work.
 Prepare a PowerPoint about the life and work of classic playwrights and present their project in class.
 Write biographies of important, historic personalities.

Content	Cognition
Writing biographies. Brainstorming ideas for expanding the plot of a play. Acting out dialogues.	Vocabulary expansion. Broadening knowledge about the life, work and achievements of classic playwrights. Enhance critical thinking. Make predictions and suggestions. Draw inferences and conclusions.

Culture

Learn about people of past historical eras while creating biographical presentations.
 Use suitable vocabulary to narrate a plot.
 Express their feelings through drama and art.
 Use the Internet to look for information from reliable online sources.
 Use collaborative learning and the project approach to work and expand their knowledge.

Communications

Language OF learning	Language FOR learning	Language THROUGH learning
Using past tenses to write biographies and plots. Using descriptive adjectives. Using time expressions as linking words. Becoming familiar with terms of ancient Greek theatre:	Narrative language. Vocabulary suitable for narratives and descriptions.	Presenting new information based on research. Practising and expanding new vocabulary. Brainstorming and exchanging ideas. Sharing opinions.



Chorus, amphitheatre, orchestra, actor, mask, tragedy, drama, performance, scene, plot.		Creative writing.
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Procedures

Students work in pairs to solve a crossword puzzle with information and terminology about ancient Greek drama. [10 minutes]

1.
2.
3.
4.
5.

1. Competitions among Greek playwrights were held for centuries as part of religious celebrations dedicated to, the god of wine.
2. The chorus danced and sang in the, a round area at the foot of the theatre.
3. Greek plays were performed in large, outdoor, semicircular that held as many as 15,000 people.
4. All actors wore over their faces.
5. Female roles were performed by actors.

Adapted from Student's Book Think Teen 2nd Grade advanced, p. 94

Guided discussion activity: Students discuss about the first time they have been to the theatre, specific plays they have watched and the possible impact the performances had on them. Students refer to the names of great ancient Greek playwrights they know and the titles of ancient Greek tragedies they know or have watched. [10 minutes]

Students work in pairs to guess whether the following information about William Shakespeare and his life is true or false. [10 minutes]



1. Shakespeare died on his birthday.....
2. Shakespeare could speak Latin at the age of 8!
3. Shakespeare didn't go to university.
4. His wife was 8 years older than him.
5. He wrote a play that takes place in Athens.

Adapted from Student's Book Think Teen 2nd Grade advanced, p. 95

Students work in pairs to make a list with as many titles of Shakespeare's plays they know. They get 1 point for each play they have written down. The team with the most titles of his plays collects the most points and wins. [10 minutes]

Homework activity to be presented in the next lesson: Students are divided in groups of 4 and work in groups to find information about the life and work of Shakespeare and the 3 main ancient Greek playwrights, Aeschylus, Sophocles, Euripides or other ancient Greek personalities, such as philosophers. Each group presents the biography of each one of the above playwrights in the next 45-minute lesson. They could also bring a photo of the playwright they have done research. The students are free to choose any form of presentation, such as PowerPoint, poster, leaflet, newspaper article, extract from a theatre programme of a play. Students' presentations take place in the next lesson and are followed by possible questions, comments and feedback provided by their teacher and their classmates. Each presentation lasts about 10 minutes.

Suggested Biography outline: Try to include the following information in your presentation:

Where did the playwright come from and where did he live?

What was his family background and his social status?

What / When did he study? What was his educational background?

What inspired this person to become the important figure he did?

What has he accomplished? What are his greatest achievements?

What was innovative about the playwright's work?

How and when did the playwright die?

What are the titles and plots of his most important plays?



PART 1

Students are given a summary of Shakespeare's well-known play "Romeo and Juliet" with the names of the two protagonists deleted. After they read the summary of the plot in class, the students are asked to guess the names of the protagonists as well as the title of the play. Then, they are asked to suggest an alternative title suitable for this particular play. [10 minutes]

Capulets and the Montagues. For as long as anyone could remember, there was much hatred between the two families., the son of Montague, was the only one who wanted to make peace. One day, heard there was going to be a feast at the house of Capulet. He decided to go, but in disguise so that no one would know who he was. When arrived there, he looked around the room, and caught sight of a girl so beautiful that he could think of nothing else. When he found out that she was, Capulet's daughter, he was stunned. also fell in love with the young man. When she heard that he was, the only son of Montague, she could hardly believe her misfortune. "My only love sprung from my only hate!" she said. Later that night, was walking past the Capulets' garden when he suddenly stopped. "Can I go forward when my love is here?" He decided to climb over the wall and meet, Then he saw her standing on the balcony.had not seen him. ".....,!" she said to herself. "Why are you? Refuse your name and I'll no longer be a Capulet". was filled with joy. and confessed their love to each other and married in secret the very next day. While was coming back from the secret wedding, he came across Tybalt, Juliet's cousin, who had been arguing with 's friend Mercutio. In the fight that followed, Tybalt killed Mercutio and then fell dead from 's sword. had to escape from the city of Verona. 's parents told her that she should marry another man. Filled with despair, went to the priest who had married them to ask for help. He had a plan. He would give her something to drink, which would make her sleep for forty hours. Her family would think she had died. Meanwhile, the priest would send a letter informing, who would then take Juliet away with him. (*Adapted from: The Random House Book of Shakespeare Stories*)

Adapted from Student's Book Think Teen 2nd Grade advanced, p. 95

Suggested extra activity: The last part of the summary after the sentence: "HE HAD A PLAN." is not given to the students. The students in pairs try to guess the plan of the priest. [5 minutes]



Change the story's ending activity: Students are asked to predict the ending of the play. Then, the students are divided in groups and write a different version of the play's end. Alternatively, students can be asked to write a happy ending. They read their endings in class. [15-20 minutes]

PART 2

The teacher informs the students that the balcony scene of Romeo and Juliet's secret meeting is one of the highlights of the plot of this play. The students are divided in pairs and work together in order to write a complete dialogue between Romeo and Juliet of the balcony scene. When they have finished the students present their dialogues to the rest of the class. As an expansion activity the students can take some time to prepare and act out their dialogues in front of the class or instead of each pair acting out their own dialogue, the dialogues could be mixed up and each pair can choose one dialogue version at random and the rest of the class try to guess the authors after the two actors play their roles. Students can choose the best dialogue scene and then vote for the best acting couple. [40-45 minutes]

PART 3

Students choose at least 5 words of the plot text and use them to write a new different story. They read out loud their stories. [20 minutes]

Each student writes one Romeo's and one Juliet's monologue and they present them to the rest of the class. In addition, students transfer the plot of the story into today's modern reality. These two activities could be assigned as homework activities to be presented in the next lesson. [20 minutes]

PART 4

Optional art activities: 1. Students work in groups to design an attractive book cover to accompany the publication of the play of "Romeo and Juliet". [15 minutes]

2. Students paint pictures inspired by the storyline of the play "Romeo and Juliet". They draw illustrations based on the play's plot. [30 minutes]

Aids and materials

Book Think Teen 2nd Grade advanced (Unit 5, lesson 15 "Acting Up", p. 94, 95, 97).



Book Think Teen 2nd Grade advanced (Unit 5, lesson 15 “Acting Up”, p. 95, plot summary of the play “Romeo and Juliet” by William Shakespeare).

Smartboard / Interactive whiteboard or computer, projector and screen.

Worksheets.

Students’ notebooks.

PowerPoints.

Scaffolding Strategies

Tips for the teacher:

Pre-teach new vocabulary, if necessary.

Use brainstorming to initiate critical thinking and problem-solving.

Tips for the learner:

Expressions for giving an opinion:

I think...

I believe...

In my opinion...

In my view...

From my point of view...

Expressions for making suggestions:

I suggest that...

I recommend...

How about...

What about...

We could...

Expressions for drawing conclusions:

Therefore/Thus...

In conclusion...

To sum up...

As a result...

Consequently...