



LESSON *plan*

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subject:

English

lesson topic: What are Romeo and Juliet like? - drama

learning objective/s:

- Recognizing the features of drama
- Learning about the world presented in the drama
- Reinforcing knowledge about drama
- Expanding vocabulary
- Exploring the form of object theatre and creating puppets based on the object.

materials needed:

Prepare and bring to the class several sheets of paper, markers, foils, glue, wooden sticks, threads, scissors, leftover materials - and any other things you choose that can help transform objects into dolls.

hook/intro:

Reread the scenes from the drama in which the given character appears. Based on them, think about their character traits. Write them down.

How do you imagine this character?

What does he look like, how does he dress?

How does he walk?

What values are important to this character?

What is his goal in life?

What is the difficulty in life for this character?

What is his attitude towards other people/characters?

lesson structure:

1. Pair up students so that people who worked on the same character meet. If someone is left without a pair, threes can also be created.

The groups' task will be to create a scene that will show:

- how their character changed during the drama. One of the puppets will represent the character at the beginning, and the other the same character at the end of the drama - the scene should be a dialogue between them,
- what dilemma did their character experience before or after an important scene. Two puppets represent two different positions - let them try to convince each other:

2. Invite the duets willingly to present them on the forum. After each scene, ask the audience to comment on the scene they watched.

3. Encourage students to think about whether and how their attitude to the chosen object changed during the class. Did they discover anything new for themselves in the character they were randomly assigned thanks to working with the object? Invite them to share their impressions.

3. Ask the students to find a new place in the room for themselves and their object. Let them try to look at the object as if it were their character from Romeo and Juliet. Where are the character's eyes? What elements are missing to make the object resemble a human being? Let them look at the materials gathered in the room. Encourage them to choose from them those with the help of which they will create puppets symbolizing a given hero of the drama. Emphasize that they do not have to turn the object into a human being: let them just refer to human shapes in the appearance of the character. Give them 10 minutes for this work.

4. When the puppets are ready, ask them to check how they can animate them with movement. Ask how their character walks, how they move, feeling joy, anger, sadness, fear. Let them try to express this emotion, to play it with their puppet.

closure:

Have them think about which of the above characteristics connect their item to the character they drew.

Have them exchange their findings with another person who has worked with an item that symbolizes the same character.



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subject:

English

lesson topic: What did Dante see in Inferno?

learning objective/s:

- Students will have the opportunity to express their feelings and opinions.
- They put forward theses,
- They will look for arguments, draw conclusions.
- They will have the opportunity to use information technologies, developed time management skills, developed awareness and cultural expression.

materials needed:

“Divine Comedy” text by Dante,
papers, paints, pencils, DVD with the
movie, empty space for gallery
(classroom, corridor)

hook/intro:

1. How do you - a young person - imagine life after death?
2. Are you curious about what hell looks like?

I invite you to a journey through the afterlife.
Are you ready?

lesson structure:

Based on a fragment of Divine Comedy by D. Alighieri and the attached film, students are to draw/create an image of hell (e.g. in the Canva application or in another method chosen by them). It is important that the work is based on the work of Dante Alighieri.

During the next lesson, selected students present their work. Then we summarize the lesson together, answer the question included in the topic of the lesson

closure:

Student organise the Art Gallery in the school corridor to present their vision of Inferno

They talk to visitors and other students.



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subject:

English

lesson topic: The Name of the Rose - the best novel of the XX century - 3h

learning objective/s:

As a result of completing the topic, the student should:

- get to know the figure of the Italian writer Umberto Eco
- be able to find famous literary motifs in J. Annand's film
- consolidate the concepts of bestseller, semiotics, - practice the analysis of a literary work
- get to know the power of mind

materials needed:

- U. Eco "The Name of the Rose"
(fragments of the novel - Xerox)
- film "The Name of the Rose" directed by J. Annand
- dictionaries of writers
- paper boards, markers

hook/intro:

- A series of strange deaths occur at a wealthy Italian abbey.
- Brother William of Baskerville is called to solve the mystery.
- Each death reveals a new piece of an ancient conspiracy.

lesson structure:

- review of the concept of a bestseller
- presentation of the author of the novel - use of dictionaries
- screening of J. Annand's film, during which students are asked to find well-known literary motifs. - free statements on the diversity of the work (about the master and the student, the dark atmosphere of the Middle Ages, the Holy Inquisition, murders, monasteries and their inhabitants)
- locating the action in time and space
- indicating literary motifs: e.g. biblical, mythological, references to chivalric epics
- information on the creation of the work
- searching for differences in the investigation into the mysterious deaths of monks - three groups:
 - Group I - follows the trail of Franciscan William and records the course of the investigation on board
 - Group II records the evidence collected by the Master and his student
 - Group III - analyzes a fragment of the work - the trial of Brother Remigiusz and evaluates the work of the Holy Inquisition using questions
 - a. What is Brother Remigiusz accused of
 - b. What evidence does Bernardo Gui have against the monk
 - c. Does Remigiusz defend himself
 - d. William's speech
 - e. What is the verdict

closure:

- presentation of the work done in groups
- students answer what is the difference between the work of a Franciscan and the work of the Holy Inquisition
- in summary, a discussion on the power of reason and its victory in reaching the truth.

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subject:

English

lesson topic: Do we really need pictures in books?

learning objective/s:

This lesson provides students with the opportunity to illustrate a short story, using their imagination and personal experiences to construct an accordion-fold book based on Italo Calvino's *Invisible Cities*. Students should be able to create unique illustrations of a selection of stories, and be able to relate the message of the text visually to tell a story.

materials needed:

Newsprint,
Long drawing paper
Pencil
Thin Sharpie or liquid pen
Watercolor, book or matte board
Exacto knife, spray adhesive

hook/intro:

Do you enjoy reading books that are illustrated? Do you prefer to imagine things for yourself?
What is your favorite illustrated book?
Your favorite un-illustrated book? Why?

lesson structure:

The teacher will have prepared at least one example of their own work to show the class, which will be a completed illustration of one of the cities, inside a completed, covered accordion book. The teacher will also show students examples of books made by other students. The teacher will demonstrate step-by-step how to fold the book, create and decorate a cover, and assemble the book.

The teacher will encourage students to read through each story and choose the story that is most interesting to them. The teacher will first introduce *Invisible Cities* to the class, explaining the concept and general theme of the book. The teacher will then show students the finished teacher exemplar, and other exemplars completed by other artists. The teacher will encourage students to read the packets on their tables and select a story to illustrate. The teacher will advise the students to write down any sentences or words that they think is interesting or important in describing the appearance or feeling of the city. Students will be allowed to sketch some ideas before moving on to the final piece of drawing paper. After students finish drawing their illustrations, the teacher will demonstrate how to fold their drawing to make an accordion book. Once the students have folded their drawings, students will design and construct front and back covers for their books, and assemble the books to create their final product.

closure:

The teacher will go over what should have been accomplished by the end of the class, and what will be expected of each student during their next meeting. The teacher will review where materials and projects should be put away, and the class will be dismissed.

LESSON

plan

subject:

English

lesson topic: Designing an ideal society true or myth?

learning objective/s:

- Understanding the book: Read Utopia and learn about the ideas and themes in the book
- Comparing ideas: Compare the ideas in Utopia with ideas in the Constitution
- Analyzing the book: Analyze the book's use of irony and satire to criticize English society
- Developing an argument: Develop an argument about the pros and cons of a "utopian" society
- Writing a monologue: utopia

materials needed:

texts of Utopia by Thomas More
songs and film episodes with utopian
thinking

hook/intro:

1. What would you like to see changed in the following areas? your life / your city / your school/work
2. What does the word utopia mean?

lesson structure:

- After a warm-up activity, read a 257-word passage about the concept of utopia, attempts at utopian societies, and dystopia. The passage is followed by recall activity, reading comprehension questions, and a vocabulary-matching activity. After vocabulary matching, students form discussion questions with the target vocabulary.
- There are three debate topics related to whether society is becoming more utopian or dystopian, the role of technology, and monoculturalism. Next, the lesson has one role-play scenario between a recruiter of a utopian commune and a hiker.
- Next are two speaking activities. The first has students design their own utopian society. In the second, students discuss ideals.
- Write and perform a monologue from the perspective of a resident of More's

closure:

After famous quotations, the lesson ends with a review of vocabulary and collocations before presenting some final discussion questions.