

DIDACTIC PROJECT

- Teacher: Aida Rotaru
- Date:
- Form: 11th
- Textbook: Upstream Advanced, Express Publishing
- Unit 1: Something to shout about
- Lesson title: **Friendship, Family and Power**

ADDITIONAL INFORMATION:

- Lesson type: consolidation and extension (improving grammar skills);
- Basic skills: speaking, writing;
- Methods: conversation, explanation, exercise;
- Aids: worksheets, blackboard, flipchart, posters;
- Description of the class:

The students attend two English classes every week, on Wednesday and Friday; they usually work hard, always doing their homework and being eager to achieve new information and to improve their linguistic competence. They are easy to motivate and they enjoy listening activities and vocabulary practice activities.

LESSON AIMS:

- To improve grammar skills (consolidate information related Conditional Sentences)
- To develop oral communication while using information related to moral dilemmas (friendship, family and power) in Shakespeare's *Julius Caesar*;

SPECIFIC COMPETENCES:

By the end of the lesson the students should be able to:

- Identify and use Conditional Sentences in given contexts;
- Talk about moral dilemmas;
- Use information related to Shakespeare's *Julius Caesar* in given contexts and in contexts of their own;

STAGES OF THE LESSON

ACTIVITY 1: LEAD-IN

- **Aim:** to introduce the title and the aims of the lesson
- **Interaction:** T – Ss
- **Timing:** 5 minutes
- **Procedure:** The teacher announces the title and the aims of the lesson and explains that students will use information related to friendship, loyalty, family and honour in Shakespeare's *Julius Caesar* to improve their grammar skills.
(Conditionals Types)

ACTIVITY 2: CHECK PREVIOUS KNOWLEDGE

- **Aim:** to improve grammar skills (consolidate knowledge on the structure of Conditional Sentences)
- **Interaction:** T-Ss
- **Timing:** 10 minutes
- **Procedure:**

The teacher asks four of students to step to the blackboard.

They will fill in a table in order to obtain a clear picture of the correct structure of Conditional Sentences and correct examples for each type. The other students can guide or correct them if necessary.

The result of this activity will remain on the blackboard for the rest of the class.

Conditionals	If Clause(Condition)	Main Clause(Result)
Zero Conditional	If+Sub+Present Simple	Sub+Present Simple
First Conditional	If+Sub+Present Simple	Sub+Will/Can/May/Must+ Base verb
Second Conditional	If+Sub+Past Simple	Sub+Would+Base verb
Third Conditional	If+Sub+Past Prefect	Sub+Would have+ verb v3(past participle)

ACTIVITY 3: ARE YOU SUPERSTITIOUS?

Aim: to improve grammar skills (use Conditional Type 1 in order to talk about Romanian superstitions)

- **Interaction: Group work**
- **Timing: 10 minutes**

Procedure: The activity starts with the teacher asking students what is a superstition, if they are superstitious persons and if they can give an example of superstition in *Julius Caesar*.

Then, they are presented a model sentence:

- If somebody has a bad dream at night, it means that something bad will happen the next day.

Starting from this example, the students work in groups and write Conditional sentences about the Romanian superstitions they know.

After finishing the task, a member of each group reads their sentences.

ACTIVITY 4: “WHAT WOULD YOU DO?”

**Aim: - to improve grammar skills (Conditional Sentences - Type 2)
-to complete a set of sentences in order to express their opinion on friendship, power and loyalty in *Julius Caesar* (moral dilemmas)**

- **Interaction: Group work, T – Ss**
- **Timing: 13 minutes**

Procedure:

- The students work in groups of four. Each group will receive a set of sentences with blanks which have to be completed with the information they consider necessary (If Clause or Result Clause).
- When ready, a member of each group will read their sentences and will step to the flipchart to attach their resulted sentences in four **option trees**.

Question 1: What would you do if you were Caesar and your wife told you about your death?

Answers:

If I were Caesar,

If, I wouldn't go to the senate.

If my wife told me about her premonition,.....

I would pay attention and not be very calm, if.....

Question 2: What would you do if you were Portia and your husband wouldn't confide in you?

Answers:

If my husband didn't tell me about his plans,

If....., I'd wait for him to come and talk to me.

I wouldn't insist too much, if.....

If I were in Portia's situation,

Question 3: What would you do in Antony's situation if you saw your friend dead?

Answers:

If, I would fight with his opponents.

If I were in Mark Antony's shoes,.....

If, I wouldn't fight them but I'd plan my revenge.

If I saw my friend dead,

Question 4: What would you do in Brutus's situation at the end of the play?

Answers:

If I were to see Rome destroyed,.....

I wouldn't kill myself but I'd try to find a way out through Octavius, if.....

If I were to see my plans ruined,.....

If I were in Brutus's situation at the end of the play,

ACTIVITY 5: WHAT WOULD YOU HAVE DONE?

Aim: to improve grammar skills (Conditional Sentences - Type 3)

- **Interaction: Group work**
- **Timing: 10 minutes**

Procedure: Still in groups, the students have to transform the sentences resulted from the previous activity in Type 3 Conditionals and one member of each group will read them out loud when they are ready.

Homework – 2 minute: Write a chain story of *Julius Caesar*, containing 12 Conditional sentences.

In the end of the lesson, the teacher evaluates students' activity.