RESURSE EDUCAȚIONALE DESCHISE
ENGLEZĂ - PLAN DE LECȚIE EXTRACURRICULARĂ

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LESSON PLAN

Teacher:
School:
Date:
Time: 50 minutes
Class: English
Grade: XI or XII
Type of lesson: mixed extracurricular activity

No. of students:
Textbook:
Unit:
Lesson: The Great Gatsby
Skills: writing, speaking, reading, listening

Lesson aims -1. to use specific words
2. to express opinions about a film made after a book
3. to describe the main characters
4. to define the term *roaring twenties*

Objectives - By the end of the lesson students will be able to:
- use adjectives to describe characters of a movie,
- use a proper vocabulary when they speak about a movie.
- briefly write the plot of a movie or of a scene and a short factfile about a film.
- define and describe the period of time named *the roaring twenties* in the U.S.

Nr. Crt	Activities	Interaction	Timing	Materials
1.	Activity 1- warm up Aim - *Relaxing and stirring interest* Procedure: checking absentees, if the board is ready to use - there must already be written some key words such as: roaring twenties, The Great Gatsby, plot, screening, Jazz Age, mafia, Prohibition, setting, script, main role(s),Scott Fitzgerald, glamour, shooting, character, trailer, poster, director, box office. The teacher anmounces the title of the lesson and the main activities during the lesson – reading an article, watching two video-clips, seeing a Power-Point presentation and speaking about the characters, the scenes from the movie, answering questions, then writing the assigned homework. In the meantime the projector is on and on the wall there is the image of the poster illsutrating The Great Gatsby film from 2013. At the end of every video clip activity this poster will be shown.	T – Ss Ss - T	5’	Class catalogue
	Activity 2 – silent *reading*		5’	Handout

2.	Aim – to understand a written text ideally without asking what some words mean. The text is chosen to be comprehensible for at least upper intermediate students. Procedure – the teacher shares in the classrooma written article about the movie The Great Gatsby (2013) and the students must read it silently.	T-Ss Ss-T		
3.	Activity 3 – *speaking* Aim – to rapidly evaluate how much did the students understand from the article. Procedure – the teacher asks the students to tell what is it about in the article, who is the director of the movie, who produced it, who are the main characters of the movie and who are the main actors, what kind of movie it is. Then the Ss must fill in a factfile (worksheet no.1) about the film, with information depicted from the article.	T-Ss Ss-T	7’	Article, worksheet
4.	Activity 4 – watching, listening, speaking Aim – to understand an oral message from a trailer spoken in English; to depict the main characteristics of the age called the roaring twenties from the film trailer Procedure – the teacher prepares to project the trailer of the film. The Ss attentively watch it, an in the end they are told that this trailer also contains some major characteristics of the roaring twenties, which they have to guess, and they can find some hints on the board. Possible answers: exuberant, freewheeling popular culture of the decade, Prohibition, Jazz Age, charleston, parties, opulence contrasting poverty, mafia of the alcohol, etc. The teacher circles the key words related to the roaring twenties on the board. The students have to write in their notebooks some ideas about the roaring twenties.	T-Ss Ss-T	7’	Board, video projector, laptop
5.	Activity 5 – watching, listening, speaking Aim – to understand an oral message form a film spoken in English; to describe a character the way it is illustrated in the respective scene; to answer to the teacher’s questions. To provide arguments pro or con this film. Procedure – the teacher tells the students very shortly what is the film about (a poor young man, Jay Gatsby, falls in love with a rich girl, Daisy, whose parents force her to marry a rich man, Tom Buchanan. Gatsby disappears for several years and comes back to New York as an extremely rich man,		10’	Board, video projector, laptop, students’ notebooks

	who throws glamorous and luxurious parties almost every weekend to draw Daisy's attention and win her heart again, hoping he can determine her do divorce and marry him But the fate has another opinion of how things will end....). Teacher projects a scene from the film that bthe students are asked to attentively watch. After watching the film the teqacher asks questions such as: a) How would you describe Gatsby? (Suggested adjectives: kind, arrogant, reserved, cold, introvert, sweet, rich, sociable, selfish, honest, mysterious, superficial). b) What do you think about the poster, does it reflect the main plot? c) Would you watch the entire movie? Did you like it? Why/why not? (bring short arguments to your answer) d) Write six words connected to the trailer and poster that came to your mind while watching/looking at it. e) What connection is between the written words on the backboard and the period of time when the plot takes place? f) How do you think that Gatsby became so rich in such a short period of time?	T-Ss Ss-T Ts-Ts		
6.	Activity 6 – character describing, reading, speaking Aim – to describe a person/character, to correlate the self with a character from the film, to express opinion over a person/character and to shortly argue their opinion. Porcedure – the teacher presents a Power-Point file with the main characters in the movie and their short description. Students read loudly every description (one student for every character). Thet are then asked to say what character they like most or least and who would they like to be? Who they ressemble to?	T-Ss Ss-T	10'	video projector, laptop
7.	Activity 7 – homework for next time Aim – to use the new learnt information in a written task. Porcedure - The teacher suggests the students to see the whole movie or to read the novel for a next class. Possible ideas for homework: - group or pair work: Make a poster about "The Great Gatsby". Make sure you put tag lines, audience and critics' reviews, why people should see it, etc. - individual: Watch the entire movie and then make your own sequel for "The Great Gatsby" in no more than 2 A4 pages (aprox. 400 words). - individual: Write a magazine article about "The Great Gatsby". What did critics and moviegoers say	T-Ss	5'	

	about it? How good were the actors' performances? What was good and bad about the movie? - individual: Search the Internet and find more information about "The Great Gatsby" the movie, and about what other versions were screened throughout time.			

Handout – article

The Great Gatsby is a 2013 3D romantic drama film. It is an adaptation of F. Scott Fitzgerald's 1925 novel of the same name. The film is co-written and directed by Baz Luhrmann, and stars Leonardo DiCaprio and Tobey Maguire. The official Warner Bros. website says: "The filmmaker created his own distinctive visual interpretation of the classic story, bringing the period to life in a way that has never been seen before." It follows the life and times of millionaire Jay Gatsby (played by DiCaprio) and his neighbour Nick, who tells of his encounter with Gatsby in 1920s America. Warner Bros. says, "Nick is drawn into the captivating world of the super-rich, their illusions, loves and deceits."
Prior to this film there had already been a Broadway play and numerous film adaptations of F. Scott Fitzgerald's acclaimed novel. When Luhrmann was asked about the movie, he stated that he planned the remake to be timelier due to its theme of criticizing the often irresponsible lifestyles of wealthy people. It is perhaps a reflection of money in the early 21st century. The Great Gatsby was planned to be filmed in New York, where the novel is set, starting in June 2011. The director instead opted to have the principal photography happen in Sydney. Filming began on September 5, 2011, at Fox Studios Australia. The shoot finished on December 22, 2011, with additional shots filmed in January 2012.

Worksheet no.1

Title:The Great Gatsby
Genre:
Screening after:
Director:
Producer:
Release year:
Main roles: