

This lesson plan has been designed based on the contents of the course “Inclusion in the Bilingual classroom” celebrated in the British Council in Madrid and which is part of the Plan de Formación en lenguas extranjeras 2017 (Modalidad IN 40).

Shakespeare – Romeo and Juliet

Topic- Shakespeare’s Romeo and Juliet

Aims- Learners will practise active listening skills.

Learners will play the story.

Learners will practise “turn taking”

Learners will act out when listening to specific words

Group- 1st ESO

Materials For this activity can be used the play in the comic version from the book “The marvellous plays of Mr William Shakespeare” by Marcia Williams or any other abridged illustrated versions of the story.

An appropriate text that can also be used for this activity is the next. Plenty of the illustrations of the story can be found on the internet searching for Romeo and Juliet in Comic or illustrations for Romeo and Juliet.

The story of Romeo and Juliet takes place in Verona in Italy. Two families, the Montagues and the Capulets, hate each other so much that they fight on the street whenever they meet. One of these families, the Capulets, organises a big party so that they can introduce their daughter Juliet to a rich nobleman, Count Paris, who has asked to marry her. Juliet is nearly 14, and her parents are keen for her to marry soon. Romeo is the son of the Montague family, and is also about 14. Romeo and his friends decide that it would be exciting to go to the Capulets’ party too. But they agree that they must go in disguise because if they are recognised at the party by the Capulets, they might be killed. That night, at the party, Romeo meets Juliet, and they fall in love at first sight. However, Juliet’s cousin, Tybalt, recognises Romeo, knows he is from the Montague family – and wants to kill him. Romeo hides in the garden, and talks to Juliet when she appears on her balcony. They realise that they are perfect for each other, and decide to get married. The next day, they go to a priest called Friar Lawrence, who marries them in secret. Juliet’s cousin, Tybalt, gets angry very easily. He starts a fight with Romeo’s best friend. When Romeo steps in to break up the fight between the two men, his best friend is accidentally killed. Romeo runs after Tybalt in anger and kills him. Romeo is sent away from Verona but Friar Lawrence, the priest who organised the secret wedding between Romeo and Juliet, arranges for them to spend one night together as husband and wife. Meanwhile, the Capulets decide that Juliet must marry Count Paris immediately. When Juliet says that she doesn’t want to, her parents are

very angry with her, and her mother says she will never speak to her again. Of course, they do not know that she has already secretly married Romeo. Juliet asks Friar Lawrence to get her out of this difficult situation, so that she can see her beloved Romeo again. Friar Lawrence has an idea – he gives Juliet a drug which will make everyone think that she is dead, when in fact she's only in a long, deep sleep. While Juliet is sleeping, Friar Lawrence sends a message to Romeo to tell him to come to her tomb and take her away. When the guests arrive for Juliet's wedding the next day, Juliet's lifeless body is discovered. Believing she is dead, her family put her in their tomb. Tragically, Romeo never gets Friar Lawrence's message that Juliet has taken a drug and is really alive, he only hears that she is dead. Romeo returns to Verona, and goes to Juliet's tomb. There, inside the tomb, he meets Count Paris, who has also come to say goodbye to Juliet. The two fight and Romeo kills him. Romeo still believes that Juliet is dead, so he drinks poison and dies, but soon after this, Juliet's drug stops working and she wakes up. She sees that Romeo is dead, takes his knife, and kills herself too. When the Capulets and Montagues discover both their children dead, they are united in their sadness. The two families decide to make peace with each other, and promise to build a monument to the memory of both Romeo and Juliet.

Introduction In this lesson students will listen to a story about Romeo and Juliet by William Shakespeare. They will take part in a group to represent the story while listening.

Procedure

- We will check what students already know about the play brainstorming the ideas and writing words with different colours (to help a student with dyslexia) on the board around ROMEO AND JULIET. Of course, the words LOVE, RELATIONSHIP, FIGHT, will be there.
- Explain to the students what the story is about, support with as many gestures as possible.

In the Italian city of Verona, two families hate each other. Romeo is from the Montague family and Juliet is a Capulet, but they fall in love at first sight. This is their tragic love story.

- Divide the class into groups and give them a pack of illustrations of the story.
- Read the story while the students try to order the illustrations.
- Divide the class into groups to play out the story while the teacher is reading it. The students will represent the different characters as the story goes on. They will have to be ready to act out when listening to the name of their character.
- The dyslexic student will be able to choose his character from the story.
- The teacher will pronounce aloud and clearly the character that the dyslexic student has to act out to help him with his turn and the corresponding part will be short and clear
- The teacher assistant will help at any time to make sure that the dyslexic student has understood the instructions which will be short and simple.

FOLLOW UP ACTIVITIES

These activities can be used as alternatives to the activities in the lesson plan or as a further material to extend or review the lesson in a follow up class:

- Make a time line.
- Design a collaborative poster for cinema or theatre. One will be chosen and showed in the classroom or in the school hall.
- Write a different ending.
- Write the piece of news for a newspaper.
- Write to a problem page or a friend pretending you are Romeo or Juliet.
- Discussion about feelings and emotions in the different characters or answer the letter.

practises used in this lesson

Active listening

Turn taking

Movements when listening to specific words

Role play.

Use of images

Use of kinaesthetic aspects.

Short and clear instructions

Avoiding too much text

Involving learners

Short and simple strategies

Questions before Reading.

Catch me being good.

These strategies will enable inclusive learning, all different styles of learning are included, and it is based on cooperation and offers everybody a chance to participate. No one will be out of the activity.

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