

LESSON PLAN 2

Teacher:

Date:

Class: 11th grade

Time: 50'

Grade Level: Advanced

Textbook: English News& Views

Lesson: The Roaring Twenties

Topic: *The Great Gatsby*, by Francis Scott Fitzgerald

Aims: to introduce students to the atmosphere of the 1920s

to familiarize students with the main plot-lines for “The Great Gatsby”

to encourage students to draw conclusions about the background of the self-made man

to practice critical reading

Competences: to create interest in the topic

to express opinions related to the topic

to improve vocabulary

to speak critically about literature

Anticipated problems: students may have difficulties in expressing their opinions, or in understanding certain words while listening

Teaching aids: textbook, blackboard, worksheets, tape recorder, and cassette

Teaching techniques: conversation, pair work, group work.

STAGES	TIME	T'S AND SS' ACTIVITY	INTERACTION	TEACHING TECHNIQUES	SKILLS	TEACHING AIDS
Warmer & checking attendance		-the teacher and the students greet each other; - the teacher checks students' attendance. (How are you today? Who is absent?)	T-Ss	Conversation	Speaking	

<p>Review of previous knowledge</p>		<p>-The teacher checks students' homework -the students correct their mistakes with the help of the teacher</p>	<p>T-Ss</p>	<p>Conversation</p>	<p>Speaking Writing</p>	
<p><i>Introducing the new lesson to be taught</i></p>		<p>The teacher tells students they are going to discuss about the 1920s in USA and reflected in Fitzgerald's novel Activity 1: The teacher plays the cassette/CD and asks students to say what details they remember from the recording. They need to pay attention to the picture as it illustrates the lifestyle of the time -Activity 2: students are asked to read the text silently and initiate a short discussion in which they have to choose features of the period and say which notions on the right they can associate with -Teacher gives students additional information about Prohibition, Jazz, the self-made man, silent movies</p>	<p>T-Ss Ss -Ss</p>	<p>Group work Conversation</p>	<p>Speaking Listening Writing Reading Speaking</p>	<p>Worksheet 1</p>

<i>Practice</i>		<p>Activity 1-The teacher asks students to read the summary of “The Great Gatsby” from the textbook and find the major mistake Gatsby made that did not allow him to succeed. The teacher can tell students that the text they listened to was taken from this novel and that the mentioned millionaire is Jay Gatsby -the students complete the task and state their opinions</p> <p>Activity 2-The teacher tells the students to read the characteristics of jazz music, then listen to the tape and work in groups to answer a, b, c or d -students have to label the two pieces as either “hot” or “cool” jazz -students work in groups and they communicate their answers to the teacher</p> <p>Activity 3- Teacher asks students to read the two texts and decide how each of these men made their fortune and which of them is closer to the Jay Gatsby of the novel -students answer the questions</p>	<p>T-Ss</p> <p>Ss-T</p> <p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>Ss-T</p>	<p>Individual work</p> <p>Group work</p> <p>Pair work</p>	<p>Reading</p> <p>Listening</p> <p>Writing</p> <p>Reading</p> <p>Speaking</p>	<p>Worksheet 2</p> <p>Worksheet 3</p>
<i>Feed back</i>		<p>The teacher asks students questions on the topic (discoveries, inventions, movies, architecture, gangsters, fashion) -students express their opinions</p>	<p>T-Ss</p> <p>Ss-T</p>	<p>Conversation</p>	<p>Speaking</p>	

<i>Setting homework</i>		The teacher gives the students as homework to write a brief description of the Roaring Twenties based on the information they have got during the lesson and to search for further information -students write down in their notebook	T-Ss	Conversation	Speaking	
<i>Ending the lesson</i>		The teacher evaluates students 'activity throughout the lesson	T-Ss		Speaking	
					Writing	

WORKSHEET 1

The 1920s have been called the Roaring Twenties. Some people think they were good times. Others say they were wild times. Men and women dancing the Charleston, gangsters carrying machine guns in the streets of Chicago, bootleggers making fortunes overnight, Charlie Chaplin playing the comic, teenage newsvendors making their way from rags to riches-was it all for real?	Immigration BONNIE and CLYDE Baseball The Gettysburg Address Prohibition The self-man made The Mafia Jazz AL CAPONE Silent Movies Native Americans
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WORKSHEET 2

JAZZ is - improvised : the musicians invent the music on the spot -a musical dialogue : musicians talk to each other in jazz language about the theme but say different things - “cool” (the rhythm is slow) or “hot” (the rhythm is fast)	a) Which of the pieces you have just heard is “cool” jazz and which is” hot” b) Which characters in the novel “improvise” on the main theme of love ? c) Are these “improvisations” different and in what way? d) Who plays it “hot” and who plays it “cool”?
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WORKSHEET 3

<p>FRANK WOOLWORTH-was a” self-made man” and the embodiment of “the American dream”. He was born in 1852 and lived on his parents’ farm until he went to town to try to make his way in the world of business. By working in a small store from 7am to 9pm, he made his way up from errand boy and janitor to chief clerk. His policies were:</p> <ul style="list-style-type: none">-all merchandise must be at the fixed 5 cents price-everything must be paid in cash-merchandise must be displayed on counters so that customers might see, touch, and choose each item themselves. In 1913 he had the Woolworth Building erected in New York, the tallest building in the world at the time.	<p>AL CAPONE “Scarface” became the real ruler of Chicago during the Prohibition. He had the best” gang” (or’ mob’) in the city: more than 1,000 men armed with machine guns were on his payroll. His income was over 100 million dollars a year. Police tried hard to convict him for his crimes and murders but could not get the necessary evidence. They finally managed to put him behind bars for a totally different crime: income tax evasion</p>
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