INTRODUCTORY INFORMATION

Student Teacher: Ümmühan Kuzu, Büşra Gülnur Ufak, Seyhan Sedef Avcı, Şennur Şensoy, Özge Güraras

Instructor: Tuncer Can

Estimated time of lesson: 80'

Number of students: 30

School type: High school (Anatolian)

Level of the class: B2-Intermediate

Grade: 12th

Overall objectives	-Ss will be able to discuss about a play/drama piece/literary work (like Romeo and Juliet by Shakespeare) by expanding their comprehension with the help of adapted versions of them -Ss will be able to express themselves in situations like fear, astonishment, excitement
Behavioral objectives	-Ss will be able to use exclamation expressions in appropriate situations (They will be more fluent and become more native-like) -Ss will be able to work in co-operatively with their friends
Teaching point	Using expressions like 'ohh', 'woww', 'mind …', 'what a…', 'don't …' in proper situations
Time table fit	Ss have read some plays in previous lessons. They will learn how to use discourse organizers (well, like, you know…)
Assumptions	Ss may like self-produced material which is prepared in Second Life
Problem	Electricity cut may happen and some technical problems may occur with the projector
Solution	T have the script of the video
Class profile	Ss can express themselves both by speaking and writing. Ss are familiar with the topic (Romeo and Juliet which is a love affair (universal).
Materials/aids	Video, handouts, projector
Techniques used	Group work, group discussion, asking anticipation questions

STAGE/TIME	PROCEDURE	AIMS
MOTIVATION 15'	-Teacher comes to class and greets students. -Teacher shows some sentences and asks students to discuss them.	-to relax the Ss -to create friendly atmosphere (stress free)
PRE-TASK 20'	-T gives a text, a simplified version of Romeo and Juliet's abstract to students -Ss read the abstract -T shows the poster of the machinima 'Romeo and Juliet version 2014' ask Ss to tell what they think about it	-to create awareness about topic. -to prepare Ss to the task
TASK-CYCLE 25'	-T asks Ss to create groups consisting of 5 person and each group will have a spokes person -Before showing the video T wants Ss to watch considering the characters, places, communication tools -T shows the video -Then, T asks Ss to discuss by comparing the version of Romeo and Juliet which they see in the video with the original version -T gives some questions: 　1-Are there any differences or similarities between the topics? If yes, what are they? 　2-Do you see any differences or similarities between the characters? Explain 　3-What are the differences and similarities between the communication tools? Identify and give reasons? -After group discussion, spokes person shares their findings with the class -Group discussion turns into whole class discussion	-to make Ss communicate each other -to make Ss think critically
POST-TASK 20'	-T hands out the script of the video and asks students to underline the expressions presenting the fear, excitement, surprise, happiness etc. (exclamation expressions) -Then T asks students to write a dialogue using those underlined expressions working in pair. Before Ss start working, T shows an example dialogue including those expressions. -Then T asks students to perform it in the class. -Their classmates may correct their mistakes at the end of their performance	--to make Ss produce language by making use of what learned -to make Ss be aware of what they learned