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| Reading Lesson Plan | | | |
| Title: Romeo and Juliet | | | |
| INSTRUCTOR | LEVEL / AGE | STUDENTS | LENGTH |
| Ms. Amy Oh | Intermediate/14~16 | 17 | 50 mins |
| Materials: White board, board markers, erasers, colored markers.  “Completely” Audio clip (from my phone)  Completely lyric (17 copies)  “Romeo and Juliet” reading work sheets #1 and #2 (17 copies)  Romeo and Juliet high school drama script for S.O.S Activity  Extra papers | | | |
| Aims:  1. Students can improve reading skills by reading a lyric of love song “Completely” and main task’s work sheets 2. Students can improve speaking and listening skills by group discussion 3. Students can improve writing skills by writing own modern style of “Romeo and Juliet” play script 4. Students can think about ideal of “True love” | | | |
| Language Skills: Listening:listen to Class mate’s opinion, teacher’s eliciting & instructions and pop song “Completely”  Speaking: sharing ideas of topic in a group discussion, read out the script  Reading: read a lyric of love song “Completely” and main task’s work sheets  Writing: students write a short script of “Romeo and Juliet” in modern style and write answers for main task’s work sheets | | | |
| Language Systems: Phonology: See Lexis  Lexis: learning new vocabulary (feuding, Tis, thy, thou, doff, woo, ere, doth, thee, cease)  Grammar: nor, shall, rather than  Discourse: Romeo and Juliet’s main idea and character studying of Juliet  Functions: Asking other’s ideas and Presenting ideas, agreeing and disagreeing with other students | | | |
| Assumptions: All Students have done reading lesson before.  All students know the story of Shakespeare’s “Romeo and Juliet”  Some of students are maybe in first love now  Students will have a dictionary with them | | | |
| Anticipated Errors and Solutions:  * Students may not know the meaning of old style words (such as thee, thy) exactly.   → give a first letter on the board and eliciting from students   * Some Students may have difficulty in writing a modern style of “Romeo and Juliet”   → ask students to work in a group, so they can learn from each other   * Some students may not have an experience of love yet   → ask students to use imagination | | | |
| References: <http://www.k12reader.com/main-idea/romeo-juliet-main-idea.pdf>  <http://www.education.com/worksheet/article/romeo-and-juliet/>  <http://music.daum.net/album/main?album_id=16819&song_id=353729>  <http://www.youtube.com/watch?v=aBmZ0TkDBfk>  http://www.teenink.com/fiction/scripts\_plays/article/533532/Romeo-And-Juliet-A-High-School-Drama/ | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: Love Song “Completely” | | Aims:To improve reading and listening skills by listening to “Completely” and reading a lyricTo warm up the students emotionally for a reading lesson | Materials: Audio clip of love song “ Completely”  Lyric of the song (17 copies) |
| Time | Set Up | Students | Teacher |
| 6mins | Whole class | * Greeting teacher * Watch the video clip of “ Completely” & read a lyric * Answer guiding questions   -> Has anyone ever been in love?  -> What do you think the “True love” is? | - Greeting students (good morning everyone~)  - Hand out the lyric of “Completely”  - Play the video file “Completely”   * Give students Guiding questions |
| Notes | | | |

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| Task Preparation | | | |
| Title: clarify the meaning of old style words | | Aims: To make sure Students know the meaning of old style words before the main task  To introduce the topic “ Romeo and Juliet” | Materials: White board, markers |
| Time | Set Up | Students | Teacher |
| 7  mins | Whole class | * Answer the questions   ->Has anyone ever read a Shakespeare’s?  -> What is your favorite story?   * Practice the new vocabulary with the teacher * Such as thee, thy, doth, ere, Tis, feuding… * Improve pronunciation | * Ask students questions * Introduce the topic * Pre-teach the new vocabulary related to topic * Drilling with students |
| Notes: | | | |

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| Task Realization | | | |
| Title: “Romeo and Juliet” main idea and character study | | Aims:  1. To develop reading and writing skills by reading the work sheets and writing answers 2. Students can improve speaking and listening skills by group discussion 3. Students can remember the old style words related to topic by repeating and using them in a group discussion | Materials: White board, board markers, erasers, colored markers.  “Romeo and Juliet” work sheet #1 ,2 (17 copies each)  Extra papers |
| Time | Set Up | Students | Teacher |
| 22  mins | Whole class (5min)  Group (6min)  Whole class (5min)  Group(6min) | * Receive the work sheet and take a time to read it * Ask questions * Group up with 5~6 other class mates * discuss about the main idea and supporting ideas of passage * ask questions if needed * take a time to read through the character study work sheet * ask questions * Group up with 5~6 other class mates * Sharing ideas about Juliet’s character study | - hand out the main idea work sheets  - give students time to read work sheet     * let students discuss about the answers with other group members * walk around to observe the class * hand out the character study work sheet * observe the class * let students discuss about the answers with other group members * walk around to observe the class |
| Notes: S.O.S activities – students can use “Romeo and Juliet in high school” play script to play the funny drama in front of the class  - students can write a letter to their future Romeo and Juliet and read out loudly in front of class | | | |

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| Post Task | | | |
| Title: Write a short script of “Romeo and Juliet” in Modern style | | Aims:Students can develop writing and reading skills by creating own “Romeo and Juliet” script  * Students can develop cooperating skills by working as a team | Materials: Papers and pencils |
| Time | Set Up | Students | Teacher |
| 15  mins | Group of 5-6 students | * Divided into 3 groups * Create modern style of their own “Romeo and Juliet” play script with other peers * Present the play with their own script by reading out loudly * Get some feedback from other class mates and teacher | * Encourage students to create their own “Romeo and Juliet” play script * Walk around the class to make sure everyone is participating * Wrapping up the class |
| Notes | | | |

**Completely – Michael Bolton**

Completely, wanna give my love, completely  
I'd rather be alone than be in love just half a way  
I want to give my heart to one I can trust  
  
Completely, wanna give my heart, completely  
To someone who'll completely give their heart to only me  
And when I find that one that's when I'll fall in love  
  
CHORUS:  
Completely, not half but whole with heart and soul  
Completely, not in between but everything, completely  
That's the way it's got to be,  
The way I want someone to fall in love with me  
  
Forever, wanna feel the word forever  
And know there'll be somebody there forever by my side  
And when that feeling comes, that's when I'll give my love  
  
CHORUS  
  
It's all or nothing at all for this heart of mine  
And I won't give up this heart until the day I find  
Somebody who can be someone who loves me  
  
CHORUS  
  
The way I want someone to fall in love with me,

The way I need someone to fall in love with me.

**Find the Main Idea (work sheet #1)**

Romeo and Juliet by William Shakespeare

Romeo and Juliet, a play by William Shakespeare, tells of two young lovers

from feuding families. Romeo is a Montague and Juliet is from the Capulet family.

Earlier in the play, Juliet and Romeo meet for the first time at a party. In this Scene,

Romeo has climbed over a wall into the garden outside Juliet’s room. She is on the

balcony and has not seen him. She thinks she is alone, although Romeo can hear her.

**Act II, Scene 2**

Claire Danes and Leonardo DiCaprio
in 'Romeo & Juliet'
USA -1996

**Juliet: ’Tis but thy name that is my enemy.**

**Thou art thyself, though not a Montague.**

**What’s Montague? it is nor hand, nor foot,**

**Nor arm, nor face, nor any other part**

**Belonging to a man. O, be some other name!**

**What’s in a name? That which we call a rose**

**By any other name would smell as sweet.**

**So Romeo would, were he not Romeo call’d,**

**Retain that dear perfection which he owes**

**Without that title. Romeo, doff thy name;**

**And for that name, which is no part of thee,**

**Take all myself.**

**Find the Main Idea**

**Write the main idea of the Juliet’s speech in your own words.**

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**Write two supporting ideas for the main idea.**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Romeo and Juliet (work sheet #2)**

[](http://www.google.co.uk/url?url=http://imagehdbackgrounds.com/romeo-and-juliet-handrails-and-making-out-viewed-by-other-women-handsome-guy-and-beautiful-girl-wallpapers/&rct=j&frm=1&q=&esrc=s&sa=U&ei=AkJFVLfFDMGRmwWyy4C4CA&ved=0CBgQ9QEwAQ&usg=AFQjCNFwRoL2dirGPL2MjZ22kmWiGFVi2Q)

**Character Study: Juliet**

**Juliet is one of the main characters in William Shakespeare’s Romeo and Juliet. As a**

**Main character, it is important to look at her personality in order to better understand the play.**

**Basic Information**

**Shakespeare tells the audience some basic information about Juliet in the play.**

1. **Juliet is 13 years old, almost 14.**

**Nurse: Come Lammas-eve at night shall she be fourteen. (Act I, Scene 3)**

1. **She’s very pretty**

**Romeo: O, she doth teach the torches to burn bright! (Act I, Scene 5)**

1. **She’s the only child of Lord and Lady Capulet**

**Lord Capulet: Wife, we scarce thought us blest That God had lent us but this only child**

**(Act III, Scene 5)**

**Pick one of the passages below and explain what it tells the audience about Juliet’s personality.**

1. **Juliet to Romeo on the balcony**

Well, do not swear: although I joy in thee,

I have no joy of this contract to-night:

It is too rash, too unadvised, too sudden;

Too like the lightning, which doth cease to be

Ere one can say ‘It lightens.’ (Act II, Scene 2)

1. **Juliet to her mother about marrying Paris:**

He shall not make me there a joyful bride.

I wonder at this haste; that I must wed

Ere he, that should be husband, comes to woo.

I pray you, tell my lord and father, madam,

I will not marry yet; and, when I do, I swear,

It shall be Romeo, whom you know I hate,

Rather than Paris. These are news indeed! (Act III, Scene 5)

# Romeo And Juliet: A High School Drama - (Plan B)

By [ClairoQ](http://www.teenink.com/users/ClairoQ), Cranbury, NJ

[](http://www.google.co.uk/url?url=http://helenasr.glogster.com/romeo-and-juliet/&rct=j&frm=1&q=&esrc=s&sa=U&ei=yIJGVPqcE6bZmAW-uoCgDA&ved=0CBYQ9QEwADgU&usg=AFQjCNEnWO7b779s0qlJRufbpq3Zuv1ZSw)

Act I  
  
[ROMEO is walking down a hallway when he hears loud scuffling noises]  
  
ROMEO: Oh no! Are my dad and the principal fighting again? Those two just hate each other.  
  
[ROMEO’s dad, the janitor, and the staff throw tests at the principal and the students. Then, BENVOLIO comes and taps ROMEO on the back.]  
  
ROMEO: Hey buddy Ben! (they fist pump) Look at this. (ROMEO indicates the fight). Should I help them?  
  
BENVOLIO: Nah. Actually bro, I found you a girl.  
  
ROMEO: Really?   
  
BENVOLIO: Yeah, she’s hot. She’s called Rosaline. She’s in the cafeteria. C’mon.  
  
[ROMEO and BENVOLIO walk to the cafeteria, crouching behind the trash cans.]  
  
ROMEO: Wow… she is hot. Well, here goes nothing.  
  
[ROMEO boldly steps from behind trash can and awkwardly confronts ROSALINE.]  
  
ROMEO: Rosaline, will you go out with me?  
  
ROSALINE: Uh…who are you?  
  
[ROSALINE exits quickly.]  
  
ROMEO: Aw, shucks.  
  
[BENVOLIO steps out from behind trash can]  
  
BENVOLIO: It’s okay, man. They’re plenty of other girls at the dance tonight[w1] .  
  
[ROMEO thinks about this. BENVOLIO sees Romeo’s hesitation.]  
  
BENVOLIO: Rosalie will be there…  
  
ROMEO: Okay then!  
  
Act II  
  
[CAPULET, the principal, who is also Juliet’s dad, is seen picking up erasers. He sighs.]  
  
CAPULET: Juliet needs a boyfriend to improve those D’s she has. Hmmm. (CAPULET looks around, sees a random guy) That nerd over there, PARIS, he looks pretty smart, and he’s the son of the math teacher, so he’ll be on my side against that annoying janitor.  
  
[CAPULET walks to PARIS]  
  
CAPULET: Paris, I think you are the perfect match for my daughter.  
  
PARIS: Me? Her? Isn’t she a little young…  
  
CAPULET: No one else will love you.  
  
PARIS: Okay then. When can I meet her?  
  
CAPULET: How about at the dance tonight?  
  
Act III  
  
[JULIET is talking into the recording device, chin down, making her eyes look really big. She’s standing in a room filled with lots of dancing high school students and pop music.]  
JULIET: OMG! Is this recording? Okay. Okay. So. Hi guys! This is Juliet, but you can call me Julie. Julie’s so much cooler, don’t you think?  
[high pitched squeals of laughter]

JULIET: Anyways. I’m at the high school dance. I’m not in high school yet, but Daddy said that he’ll let me go ‘cause I’m his special Julie. Isn’t that great?  
  
[From far away, ROMEO is seen, camera zooms in on him. ROMEO is walking toward ROSALINE.]  
  
ROMEO: Rosaline! (ROSALINE doesn’t hear. ROMEO trips, looks up, sees Juliet. He sees cliché hearts around JULIET in his mind. He immediately forgets about ROSALINE. He mutters to himself.) Whoa … who is she?  
  
[JULIET sees ROMEO looking at her.]  
  
JULIET: (thinking) O.M.G. Romeo. Is SO. Hot! Like, OMG!!!!! And cute. Did I mention hot?  
  
[ROMEO and JULIET kiss, music plays, hopefully David Archuleta]  
  
Random person: Ewww.  
  
Random Person 2: How old is she?  
  
[Random high school students start to loudly converse, Paris pushes his way through]  
  
PARIS: WAIT! (he frantically waves his arms) What are you doing?! What’s happening? (Points at ROMEO) That’s my girlfriend.  
  
JULIET: what?  
  
PARIS: Uh.. never mind. The point is, you’re the janitor’s son!  
  
Random person: GASP!  
  
Random person 2: He smells like trash!  
  
[Random people start to converse again.]  
  
PARIS: No, no no! Julie’s dad is the Principal!  
  
Random person: What? She must be rich.  
  
Random person 2: So that’s why she’s at this high school dance!  
  
[Random people start to converse again.]

PARIS: No, no no! Julie’s dad is the Principal!  
  
Random person: What? She must be rich.  
  
Random person 2: So that’s why she’s at this high school dance!  
  
[Random people start to converse again.]  
  
PARIS: SHUT UP, ALL OF YOU. We are on the principal’s side! Juliet can’t kiss him! He hired me to do that!  
  
JULIET: Huh?  
  
[Everyone looks very confused.]  
  
ROMEO: (seizes chance.) So… you’re JULIET?  
  
JULIET: Julie.  
  
PARIS: ENOUGH!   
  
[PARIS knocks ROMEO to the ground, and ROMEO is knocked unconscious. JULIET, screaming like crazy, thinks ROMEO is dead. She is so upset she immediately takes a tranquillizer and also falls asleep. ROMEO wakes, sees JULIET.]  
  
ROMEO: Is Julie dead? My life is over. I can’t live without her.  
  
Random person: You met her for three seconds…  
  
BENVOLIO: (appears out of nowhere) True love, folks.  
  
[CAPULET and the janitor appear]  
  
CAPULET and the janitor in unison: What are you doing?  
  
[Awkward silence, as ROMEO is standing over a sleeping JULIET.]  
  
CAPULET: (quavering in anger) YOU (points to ROMEO) are transferring to some mental school[w2] !  
  
ROMEO: (being dragged away) Julie, I’ll find you one day, even if I’m in a weird school.  
  
JULIET: (wakes up) No! Wait! Where is he going?  
  
ROMEO: (reaching out to Juliette dramatically) I’ll wait for you!  
  
Random person: Isn’t Julie supposed to say that?  
  
Random person 2: Oh well.

The End.