

Zolczer Péter

Selye János Egyetem, óraadó tanár; lakhely:
Ipolybalog, e-mail: zolczer.peter@selyeuni.sk

Becoming Your Favorite Character (Lesson Plan)



Topic: Movies and series. Using drama techniques in FLT.

Level: Intermediate – Upper-Intermediate

Time: 45 minutes (optional: a follow-up 45 min lesson)

Overview

The aim of this lesson is to use the role-play technique in order to (a) improve students' speaking fluency; (b) boost their creativity by engaging their imagination; (c) practice certain grammatical structures and their vocabulary. The biggest advantage of the role-play technique is that by being someone else, the Ss are encouraged and engaged in semi-spontaneous conversations and in most cases in physical activity as well. The easiest way to come up with a motivating topic is not to come up with it by ourselves, but let the Ss do it instead. However, the teacher should always give them a starting point which can stand as a basis for the topic selection. The starting point for this lesson's topic is characters from popular movies and series (TV shows).

Objectives for the students

The Ss should be able to choose a character, describe his or her characteristic features and personality and pretend to be that character.

They should be able to create a short scene and act it out in groups while cooperating with their classmates and practicing certain grammatical structures.

Prerequisites

Option 1

The T prepares 4-5 cards with 5 simple sentences on each. The sentences should be general, context-free and preferably not connected to one another (this will make the first activity's task more exciting). Example for 1 card:

S1: What do you think you are doing here?

S2: I would like to go on this road-trip with you.

S3: Can you please help me with those boxes?

S4: You should always eat your breakfast before leaving for work.

S5: Are you coming with us to the wedding?

Option 2

If the T wants the Ss to practice any specific grammatical structure then s/he needs to prepare 4-5 cards with 2 of those structures on each. Each group should get different structures to be included in the sentences of the scenes of the first activity. The difficulty of the structures should be based on the curriculum. Example for 3 cards:

C1: The modal verbs *must*, *need* and *should*; a sentence with *passive voice* in it.

C2: A sentence with *present perfect* in it; a sentence with any of the *past modals*.

C3: Form at least one sentence with *reported speech*; a sentence with the 2nd conditional.

Optional: By recording the scenes acted out by the Ss the T can very easily and more importantly very effectively create an interactive follow-up lesson. The recording, together with the Ss, can then be watched and analyzed for mistakes and errors. Usually a lesson like this is greatly appreciated by the Ss, which is why it is highly recommended to do. In this case a recording device is needed (a smartphone is more than enough). On the next lesson the T will need either a projector or a TV set and loudspeakers.

Warm-up (5-10)

The T asks the Ss to think of any character from any famous movie or

series and make short notes (at least 5 items) about the character's features and personality. It is important not to choose the actor/ress, but the character s/he is playing. The Ss mustn't tell the characters' name to anybody. After 3 minutes the T should ask a few Ss to read their notes aloud. The other Ss mustn't guess for the character, reading the notes aloud only serves for checking whether their understood the task and of course to wake them up a little. The notes they have made in this part will be used in Activity 1.

Activity 1 (10-25)

The Ss are divided into groups of 3-4 (randomly). At this point they can share their selected character's name with their group members, but not with the other groups. Each group gets one card (from Option 1 or 2, but the two options can also be combined; in this case the groups get two cards, one from each set). The task for each group is to create a short (5 min) scene in which every character of the group has to participate (verbally as well as physically) and the sentences and/or structures on the cards should be included as well. The scenes can be about any realistic or unrealistic situation.

Activity 2 (25-43)

Each group performs the scene they have composed. The audience should try to guess for the performing characters' names. It is not a problem if they do not find out the names (the performances will hopefully make up for that).

Feedback (43-45)

The T and the Ss do a short reflection on the lesson. Ending on a positive note is essential.