

Skill-Based Lesson Plan

Selected literary work:	The Swing by Robert Louis Stevenson
Age:	12-years-old 6th graders
Level:	A2
Topic:	Nature and Childhood
Duration:	40 minutes
Aims:	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Read a poem about playing in the park. • Use vocabulary items related to the poem <i>The Swing</i> by Robert Louis Stevenson (swing, up and down, cattle, wide, roof, etc) • Write a haiku from the perspective of other characters in the poem's context with guidance • participate in the kinesthetic classroom activities and perform the instructions given by the teacher • express their thoughts and emotions on a given topic, referring to the new vocabulary items and grammar structures • develop empathy skills through identifying with other characters and items
Target skill:	Integrated skills with a writing focus
Target structures:	Prepositions like up, down, and over
Resources:	The poem "The Swing" Playground Sound: https://www.youtube.com/watch?v=vq-D8nEBR0E&t=1562s
Anticipated problems and possible solutions:	Problem: Students may be reluctant to produce haiku poems. Solution: The teacher provides enough examples and scaffolding. Problem: Students may feel intimidated when we mention reading a poem at the beginning. Solution: In that case, the teacher assures them that it won't be a difficult piece. It will be something that they will enjoy.
Activities:	Pre: Talking about their own experience Lead in: Swing breathing While: Mime and Read Aloud Post: Fly on the Wall




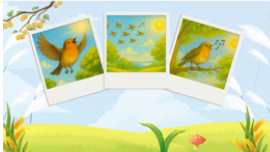


Warm-Up (5 minutes)	A brief discussion: What were your hobbies when you were younger? The teacher asks the students to think about their childhood and guides them to talk about the places, sounds, and feelings of that time. The teacher plays a background voice consisting of children in a park, swing noises, and birds chirping
Lead-in (5 minutes)	Swing Breath Exercise: "We will read a poem about a swing, but before we start, let's perform a breathing exercise. Imagine a swing going up and down, up and down... breathe in when it's up and breathe out when it's down."
Pre-Stage (8 minutes)	Vocabulary teaching by using the picture (cattle), and synonyms (pleasant) The teacher introduces the new vocabulary items that are necessary for the while-stage activity (cattle, swing, pleasant, etc)
While-Stage (10 minutes)	Consciousness raising for prepositions like "up, down, and over" Kinesthetic activity: performing mime and reading the poem aloud by referring back to the picture and pre-taught vocabulary.
Post-Stage (10 minutes)	Fly on the Wall: Writing a haiku from one of the characters' or items' perspectives. Students are asked to imagine themselves as an item from the picture and write a haiku at that time. For instance, they can imagine that they are a bush watching children play. Haiku example: I am an old tree Watching little kids playing Up-down all happy
Closure (2 minutes)	Discussion about their feelings after the activities. "How did it make you feel?"



Skill-Based Lesson Plan


Selected literary work:	“Hope” is the thing with feathers
Age:	14-18
Level:	A2-B1
Topic:	Hopes and Dreams
Duration:	40 minutes
Aims:	Students will be able to: -express their emotions through visual interpretation in warm-up. -recognize and understand the words about the topic. -identify superlative structures by dealing with a given poem. -write their haikus around the main theme of the poem. -expand their vocabulary by using alternatives for the key vocabulary given in the while-stage. -develop critical thinking skills and enhance creativity
Target skill:	listening, reading, speaking, vocabulary
Target structures:	superlative (-est)
Resources:	PowerPoint Slides, Worksheet, Sticky Notes, Cardboard Tree, soundtrack or video of the poem
Anticipated problems and possible solutions:	Problem: There might be technology-related problems while showing animated bird visuals in warm-up or listening to the bird sounds. Solution: The teacher might use his/her own mobile phone data to fix connection issues, or she/he can bring scripted copies of visuals just in case. Problem: Some students might be unfamiliar with the “Haiku” concept, which causes failure in post-reading tasks. Solution: The teacher can supply brief information about the haiku concept and share a couple of examples for better understanding.
Activities:	Making interpretations through visuals, a mindfulness activity for listening practice in warm-up, a vocabulary filling activity, a picture matching activity, haiku writing activity.



Warm-Up	The teacher enters the class and greets the students. After a brief daily talk, the teacher shows students the title of the poem and asks the following questions:
5 min.	T: Look at the title. Try to guess: What can be the thing with feathers? How is it related to hope? (Students are expected to brainstorm the title and think about the relationship between the little bird and hope.)

	
Lead-in 5 min.	The teacher now shows students AI-generated images of birds with “calming, relaxing bird sounds” playing in the background. T: Look at these pictures. What feelings do they bring? Happiness? Freedom? Hope?  After students comment on the positive and hopeful conditions, the background music shifts to a “stormy rain soundtrack,” and students are shown the next images that represent the harsh conditions mentioned in the poem.  T: Now the scene changes... How do you feel now? Sad? Hopeless? T: When the scene changes for the worse, the conditions get difficult, do you lose hope?
Pre-Stage	Students are introduced to the new/unfamiliar key vocabulary that takes place in the poem “Hope, Perch, Abash, Gale, Sore, Crumb” through definitions and context-relevant sentence examples. 
While-Stage	First listening: Vocabulary Filling Activity Students listen to the audio of the poem reading (or poem read aloud by the teacher), and fill in the blanks with the vocabulary items they learned in the pre-stage.

	<p>Second listening: Picture Matching Activity</p> <p>Let students listen to the poem again. Ask them to match each stanza with the most fitting picture as they listen.</p> 
Post-Stage	<p>Haiku Activity: Explain to students that they will be writing “dream” haikus. Define what a haiku is, and provide your own “dream haiku” as an example for students to follow.</p>  <p>T: Haiku is a Japanese poem with three lines. In the first, second, and third lines, there are five, seven, and five syllables. Let’s look at a dream haiku that I wrote.</p> <p>DREAM HAIKU</p> <p>To-cre-ate-good-art, (5)</p> <p>That-will-feed-the-mind-and-soul, (7)</p> <p>Is-all-I-dream-of. (5)</p> <p>In my haiku, I described my hope of becoming a good artist. That is my dream, what I hope.</p> <p>What do you hope to become in the future? What is your dream?</p> <p>After eliciting some answers from the students, ask them to write a haiku about their hopes and dreams for the future.</p> <p>Hand out empty bird-shaped sticky notes and ask them to write the final version of their poems on the notes.</p>

	 <p>Then, explain that they will come and stick their dream haikus on the “hope tree”.</p> <p>Monitor students’ writing process and make sure they are following the 5-7-5 rule correctly. Then, ask each student to come up, read their haiku to the class, and stick their “dream haiku” bird sticker on the “hope tree”.</p> <p>Possible Modifications: You can ask the students to pair up with their deskmates and discuss their hopes & dreams together. This will also help them monitor each other’s writing process during the haiku writing stage.</p>
Closure	<p>Congratulate students on their haikus, and restate the main theme of the poem.</p> <p>T: You have brilliant dreams. Just like the little bird in the poem, you should never lose hope and be resilient for your dreams, even in difficult conditions and hardships.</p> <p>The teacher asks if the students have any questions and dismisses the class.</p>

APPENDICES



Skill-Based Lesson Plan

Selected literary work:	The Pasture by Robert Frost
Age:	12-14
Level:	A2
Topic:	Nature, Routine
Duration:	40 minutes
Aims:	-Students will be able to visualize the new vocabulary items. -Students will be able to analyze the imagery and the mood in the poem. -Students will be able to express their own interpretations and thoughts.
Target skill:	Listening, Speaking, and Reading
Target structures:	‘‘I’m going to...’’, Nature- related vocabulary
Resources:	Nature sound effects Drawing paper and coloring pencils Printed copies of the poem Guided breathing script Vocabulary images
Anticipated problems and possible solutions:	Students may be shy or distracted. -Beginning with mindfulness to help them settle and focus. New vocabulary usage. -Using visuals, realia, and acting to support understanding.
Activities:	Wellness activity, discussion, mindful poetry theatre, listening, and drawing

Warm-Up 5 mins	Wellness Activity Dim the lights and play nature sounds of a stream or soft wind. Ask students to sit comfortably. Guide them through a simple breathing exercise: <i>‘‘Breathe in slowly...feel the air like cool <u>water</u>. Now breathe out slowly...like a soft breeze in the trees...’’</i> Then say: <i>‘‘Now imagine you are walking in a quiet field. The grass is soft. The sun is warm. You see a little spring of water and maybe a baby animal nearby...’’</i> Let students sit silently for a few seconds, then slowly return to class focus.
Lead-in 7 mins	Discussion and Describing Show the picture of the poem. Ask students the following questions accordingly: What do you see in this picture? What do you feel when you look at this picture? What does nature mean to you? Do you like the countryside? What feelings do you have when you are in nature?

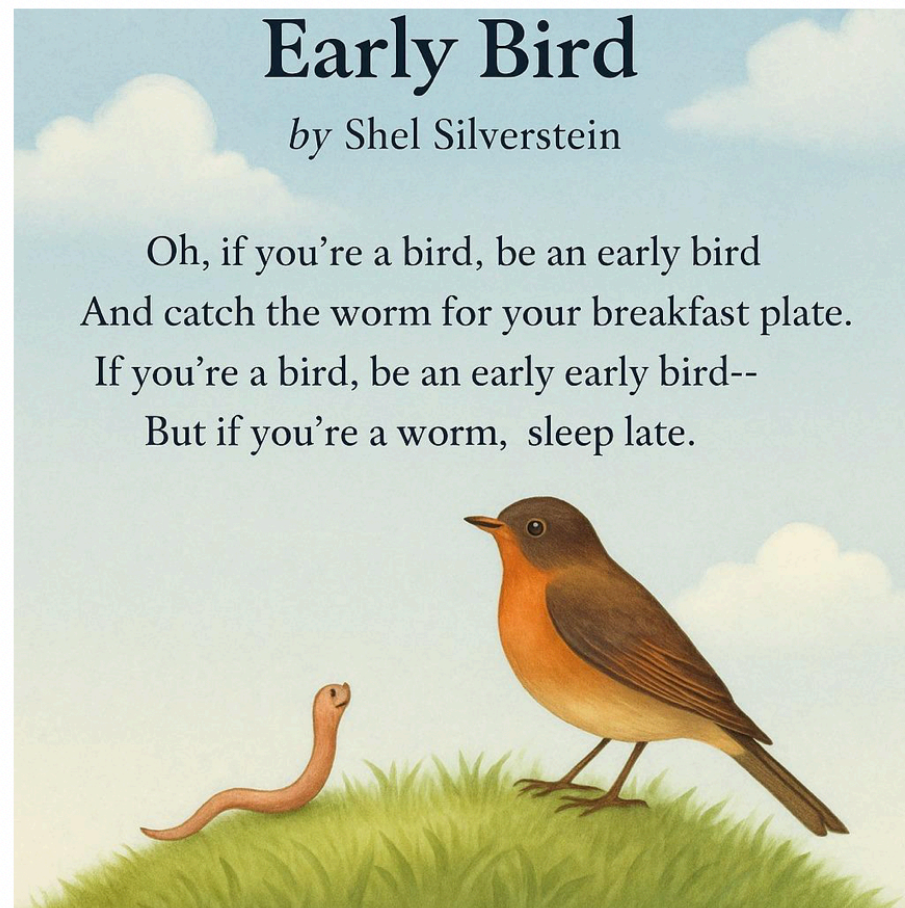
	What activities do you enjoy outdoors?
Pre-Stage 7 mins	Introduction of the related vocabulary, theme, and emotions The teacher reads the poem and highlights important vocabulary and the main structure. Target vocabulary items: <i>pasture</i> <i>calf</i> <i>spring</i> <i>fetch</i> <i>totter</i> Target Structure: ‘ <u>I’m</u> going to ’ Vocabularies are shown with related images to evoke emotions and expose the meaning effectively.
While-Stage 10 mins	Mindful Poetry Theatre Divide students into two pairs. One is the speaker , one is the friend . Students practise reading the lines with stress and smooth tone while acting them out gently with slow movements. Students think of actions to go with each line of the poem: <u>‘‘</u> I am going out to clean the pasture spring’’ - imagine a rake in your hand and slowly bend down -‘‘To rake the leaves away’’ - the gesture raking the leaves - ‘‘To fetch the little calf’’ - imitation of embracing a little calf with the hands -’’You come too’’ - reach out your hand etc. <i>Emphasis:</i> speak slowly, softly, as if you are in the peaceful place we imagined. (A quiet nature sound can be played in the background while they perform.)
Post-Stage 7 mins	Listening & Drawing Students listen to the selected poem with background noises/music Then, students draw their own peaceful nature scene inspired by the poem and let them color.
Closure 4 mins	Summarize and Sharing Circle How did you feel after reading the poem? What did you like about the poem? Students sit in a circle. One by one, they show their paintings to each other and talk about them.

Skill-Based Lesson Plan

Selected literary work:	"Early Bird"
Age:	11-12
Level:	A1- Level
Topic:	Animals
Duration:	40 min
Aims:	At the end of the speaking activity, students will be able to state their thoughts about the worm and the bird
Target skill:	Speaking
Target structures:	Like/ dislike
Resources:	MELTApp
Anticipated problems and possible solutions:	If there is a problem with the bird song, the teacher has the downloaded version of it
Activities:	Brainstorming Comprehension Questions Haiku Writing Activity

Warm-Up	Listening to bird sounds.
Lead-in	While they are listening, they are breathing. They dream of a big green garden with birds.
Pre-Stage	The teacher shows a picture that includes a bird and a worm via Canva . Teacher asks some questions: "What are they? Do you like birds? What do birds eat? Do you think birds wake up early?"
While-Stage	The teacher shows the poem and reads it. Then volunteer students will read aloud. After the teacher reads the poem, comprehension check questions will be discussed. What do birds get? Do you want to be a bird or a worm? Why? What is the poem mainly about?
Post-Stage	Students will write their haiku about the "early bird" poem as a reflection. The teacher shows an example. Example: Birds sing in the sky sun comes up and I wake up a new day begins

Closure	Teacher wants the students to read their haiku's loud to the volunteers in the classroom.
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Early Bird

by Shel Silverstein

Oh, if you're a bird, be an early bird
And catch the worm for your breakfast plate.
If you're a bird, be an early early bird--
But if you're a worm, sleep late.

Skill-Based Lesson Plan

Selected literary work:	Dreams by Langston Hughes
Age:	14
Level:	A2
Topic:	Dreams
Duration:	40 min
Aims:	1) Students will be able to comprehend the poem by reading aloud in groups. 2) Students will be able to discuss dreams with a drawing activity in pairs.
Target skill:	Reading - Speaking
Target structures:	Teaching unknown vocab items, speaking e.g., “My dream is...”
Resources:	Poem handout
Anticipated problems and	Problem A: Ss may not know what the theme is. Solution B: The Teacher should paraphrase the question in a way that SS find out the term.
Activities:	Drawing Activity- Breath exercises- Read Aloud

	-What is the theme? (Problem A)
Post-Stage	T says “Now I want you to close your eyes and focus on your dreams”. Do you have any dreams? What are they? Where does it take place? Who is in it? Drawing activity: Students draw pictures of their dreams. Then, they talk with their partners and explain their drawings.
Closure	T asks if SS have any questions. T talks about the importance of having dreams. Keep on dreaming! Thank you

Warm-Up	T greets the classroom and asks how they are. Do you read poems? Who is your favourite poet? Today, we will talk about a poem and a bird. Okay?
Lead-in	<u>Breathing</u> · T wants SS to close their eyes and take a deep breath. T opens background bird sounds. T asks what SS feel or think about the moment. The aim is to prepare them both physically and mentally.
Pre-Stage	to activate their background knowledge: -In life, we have dreams, right? ~What do we call them? (Ss answer, hayal/dreams.) ~ Now I will talk about mine. T starts talking about her own dreams. T asks students about their dreams and what they feel. Vocab teaching: Students skim and scan the poem. They find the unknown words. Students and the teacher talk about the unknown words. The teacher should focus on the most unknown but the appropriate words.
While-Stage	1) T reads the poem aloud in class. 2) T puts SS into groups and asks them to read aloud the poem. 3) Task: Volunteer students read the poem, teacher pauses on some lines and explains the lines, asks questions -What is a broken-winged bird? -Is the poem happy or sad? Why?

Skill-Based Lesson Plan

Selected literary work:	"Macbeth"
Age:	+18
Level:	Intermediate/advanced
Topic:	Ambition, power and guilt in Macbeth
Duration:	80 min.
Aims:	Students will be able to determine the general theme of the story. Students will be able to empathize with the characters and judge their choices.
Target skill:	Speaking-writing
Target structures:	Modal verbs
Assumptions:	Students know the "Modal Verb" topic beforehand.
Resources:	Smartboard, written text,
Anticipated problems and possible solutions:	Problem: Students may struggle with the characters. Teacher can provide various activities for students to analyze characters. The language of "Macbeth" may be hard to comprehend. Teacher can work on explaining the content.
Activities:	Group work activity, Dilemma activity, question and answer activity

While-Stage	Teacher presents various dilemmas to each group and asks groups to debate about the moral implications of the character's actions, considering the consequences of their choices. This part of the lesson helps learners to empathize with characters. Example questions: Should Macbeth kill Duncan? Should Lady Macbeth encourage him? Should Banquo trust Macbeth?
Post-Stage	Teacher asks students to change the story of "Macbeth Tragedy" by using modal verbs which were supposed to be taught earlier. For instance, students can change the possibility of this sentence (Macbeth might have been ambitious// Macbeth can't have been ambitious) Lastly, the teacher asks students to act out after adopting all content, analyzing all characters. This role play activity will enhance interaction among students and provide learners to comprehend the "Macbeth Tragedy".
Closure	Teacher summarizes the topic. Teacher asks students some questions; Did you like this course? Do you have a question?

Warm-Up	<ul style="list-style-type: none"> In order to attract the students' attention and increase their motivation, the song "Queen - I Want It All" is played with the lyrics displayed on the screen. Students are asked to name the general themes of the song. Then, students are asked, "Do you agree with the message of this song?" and their personal answers are received.
Lead-in	<p>Teacher shows a short clip of "Macbeth" and then introduces the main characters such as Macduff, Macbeth, Lady Macbeth, Malcolm by explaining the play briefly. Then, the teacher asks questions about the play:</p> <p>Do you know the play 'Macbeth'?</p> <p>What is the theme of the play?</p>
Pre-Stage	<p>Students are supposed to silently read a part of "Macbeth" tragedy. Then, the teacher divides students into groups, assigning each group a major character; Macbeth, Lady Macbeth, Banquo, Macduff. Teacher provides each group 2-3 quotes. Students are asked to analyze the quotes, discussing the character's motivations, personality, and development throughout the play.</p> <p>Example Quotes: Lady Macbeth: "Look like the innocent flower, / But be the serpent under't." "Wash this filthy witness from your hand." "Out, damned spot! out, I say!" Banquo: "A heavy summons lies like lead upon me, / And yet I would not sleep: merciful powers, / Restrain in me the cursed thoughts that nature / Gives way to in repose!"</p>

Skill-Based Lesson Plan

Selected literary work:	“Macbeth” by Shakespeare
Age:	18-20 (preparatory class at a university)
Level:	B2- level
Topic:	Revenge
Duration:	40 minutes
Aims:	Students have a general knowledge of the play <i>Macbeth</i> , and participate in activities that require analytical thinking skills.
Target skill:	Speaking
Target structures:	Past Modals and Imperatives
Assumptions:	Students are already familiar with the plot and the characters of “Macbeth”.
Resources:	Images that are used in the lead-in to help students guess the activities of the day (a picture of a letter for Agony Aunt)
Anticipated problems and possible solutions:	
Activities:	Warm-up: Lead-in: Brief introduction with a conversation on the target work Pre-stage: Vocabulary Teaching While-stage: Hot-seat Post-Stage: Aunt Agony

Warm-Up	Teacher comes to the class and greets the students (<u>hii</u> , hello, good morning), and asks them about their day.
Lead-in	Teacher refreshes the students’ memory of the play by asking them about their <u>favourite</u> characters, which part was the one that they liked the most, and asks them to guess today’s activities.
Pre-Stage	Teacher provides necessary vocabulary items related to the play (remorse, manipulate, fatal, law, contemplate, guilt, ambition <u>etc</u>) Teacher distributes the characters to students, and explains the activity “hot-seat” where they are going to sit on a chair and answer the questions from classmates (whether as other characters, or judges/friends <u>etc</u>). Students prepare for their roles and follow the instructions given by the teacher.
While-Stage	One by one, students sit on the “hot-seat” and answer the questions from their classmates in character, who may act like other characters from the play or themselves. Questions may include (to Hamlet: “Why did you proceed with your deeds even though you were told that Banquo will be the father of the king?” or to the Witches: “Why didn’t you warn Macbeth about the disasters, and only gave the prophecy?”, or to Lady Macbeth
Post-Stage	Aunt Agony: The class is divided into two <u>groups</u> , one group writes a letter from Macbeth’s perspective and the other one writes from The King’s perspective. After they write, the papers are changed and they read what their friends have written. Then, they write a letter giving advice as Aunt Agony.
Closure	Assignment-Epitaphs: The students are assigned to write a short epitaph for a character from Macbeth.

Skill-Based Lesson Plan

Selected literary work:	“Macbeth” by Shakespeare
Age:	18+
Level:	B2
Topic:	Critical Thinking and Debates
Duration:	45 minutes
Aims:	The students will be able: <ul style="list-style-type: none"> 1) To enhance SS critical thinking and writing skills using excerpts from “Macbeth”. 2) To encourage SS to express their own ideas with an argumentative essay. 3) To debate on two opposing notions by reflecting on a play. 4) To classify themes of a play using a chart.
Target skill:	Speaking and Writing
Target structures:	Critical Analysis of the plot Argumentative writing structure including connectors Debate including communicative argumentation skills
Assumptions:	Students are familiar with “Macbeth” characters and general story.
Resources:	Related excerpts from “Macbeth” A video about the plot of “Macbeth”
Anticipated problems and possible solutions:	Problem: SS may not feel comfortable with sharing their ideas and speaking Solution: Providing a comfortable environment. Problem: Students may fall short on producing ideas to support their argument. Solution: The teacher facilitates the activity through active guidance.
Activities:	Warm-up: discussion about fate vs free will Lead-in: Listening to the plot and familiarizing the students with the background information of the play Pre-stage: Analyzing the story and finding the themes through reading an excerpt and discussing it While-stage: Identifying the parts from the play that are related to the theme of fate vs. free will, and justifying why they are related to these themes. Having a debate based on their findings. Post-stage: Writing an argumentative essay Closure: Discussing whether there any any changes in their perspectives after reading the play.

Pre-Stage 6 min	<ul style="list-style-type: none"> • T presents the excerpt where Macbeth kills the king. Students read the passage aloud. • Discuss key themes of the play, for instance, ambition, free will, fate, guilt, and supernatural forces
While-Stage 13 min	<ul style="list-style-type: none"> • T provides a chart with two columns titled Fate and Free will. Students are expected to sort the key-terms they have found under these two headings. • Follow-up with students re-reading the excerpt to justify their classification. • Students are divided into 2 groups for the debate: one group supports free will, and the other supports fate. They argue and defend their ideas as they provide proof from the play.
Post-Stage 10 min	<ul style="list-style-type: none"> • T asks students to write a short argumentative essay based on critical thinking questions. The essay’s focus will be on Macbeth’s murdering the king and his motivation in doing so.
Closure 5 min	<ul style="list-style-type: none"> • SS asked if they had any changes in their perspectives. • Reflection on which parts changed which perspectives.



Warm-Up 5 min	<ul style="list-style-type: none"> • A discussion about fate vs free will. The teacher asks questions that encourage the students to think critically. <p>Do you think fate really exists? Do you think people make choices based on their free will?</p>
Lead-in 6 min	<ul style="list-style-type: none"> • T shows a video about “Macbeth’s” plot with a short summary. • T activates background knowledge through fun fact sheets (example: “it was a horrible crime and a sin to murder a king in that period, since the king was seen as someone sent from God.”, “belief in witchcraft was very common during the time”)

Speaking Skill-Based Lesson Plan

Selected literary work:	"Macbeth"
Age:	17
Level:	Intermediate
Topic:	Power
Duration:	45 Min
Aims:	To foster collaboration and empathy by embodying characters To engage students with authentic language through performance
Target skill:	Speaking
Target structures:	Asking and answering personal questions using "would" structure
Assumptions:	Integrating critical and creative thinking and speaking
Resources:	Short video, computer, pen, paper, text
Anticipated problems and possible solutions:	Students may feel shy. Solution: Through group work and active participation, their shyness will decrease
Activities:	Drama, hot seat, discussion



Warm-Up (5 minutes)	Ask: "Have you ever watched or acted in a play?" Group shares ideas: "What makes a character believable?" - Would you want to know when you would die? - What can drive a person to do anything for power? - Would you like to know your future?
Lead-in (5 minutes)	T <u>introduces the</u> text and main characters. Show a 1-minute modern video. https://www.youtube.com/shorts/636XU66qFNY
Pre-Stage (10 minutes)	Show some pictures of characters Present the extract of the text Discuss the key themes of the scene: . Question like, "Is there ambition, fear, guilt or betrayal here?"
While-Stage (15 minutes)	Activity: Drama; hot seat, T gives a script to students and asks them to make groups In pairs, students rehearse the scene Encourage expression through voice and gesture Ask for 2–3 volunteer pairs to perform a part that they like in front of the class
Post-Stage (5 minutes)	Activity: discussion Share their own ideas about the play. Mention their ideas, if they change the ending or features of characters in the play.
Closure (5 minutes)	Wrap-up: T asks which character did you like the most? Who performed the best? What was the most impactful scene for you? Why? Which play do you want to play next? Why? T says Thank you! See you next week :)



Skill-Based Lesson Plan

Selected literary work:	Macbeth by William Shakespeare
Age:	13-18
Level:	B1- B2 (Intermediate)
Topic:	Understanding key themes and characters in Macbeth through drama
Duration:	45 minutes
Aims:	<ul style="list-style-type: none"> -To develop students' speaking fluency and use of language by utilizing <u>drama based</u> activities -To activate learners' schemata and grasp their attention to the literary text through audio-visual clips in lead in and various discussion questions -To encourage critical thinking, active listening, and peer interaction -To introduce unfamiliar vocabulary items related to the given text and audio-video material -To help students improve the ability both to identify a specific character by using relevant terminology and to analyze acted out scene on the stage -To enhance value education especially empathy by adopting personal hypothetical questions in warm up stage
Target skill:	Speaking, listening, writing
Target structures:	Vocabulary items: guilty, power, fear, noble, king, queen, soldier, betray, greed, loyal, crown, witch
Assumptions:	<ul style="list-style-type: none"> -Students have a B1-B2 level of English. -Students are able to express simple opinions in English. -They can work in pairs or small groups cooperatively.
Resources:	Introductory video of 'Macbeth' Character cards Drama Scripts
Anticipated problems and possible solutions:	<ul style="list-style-type: none"> -Students might feel shy, anxious or reluctant. Solution: The teacher can act out a small part or ask sample questions to model for students. -The language can be confusing for teenagers. Solution: The teacher provides simplified/short versions of the dialogues. -The class can easily become chaotic. Solution: The teacher sets short and clear time limits and can assign a group leader for each group if needed.
Activities:	Question- answer activity, role play activity, writing activity,

Warm-Up	<ul style="list-style-type: none"> -Starting lesson by asking questions to get their attention and show the main theme of <i>Macbeth</i>. -Examples of questions: "If you became a king or queen, what would your first command be?", "If you could have unlimited power, what would you do with it?"
Lead-in	Show a short story 'Macbeth' trailer (about 1-2 minutes). Ask students about the story. Let a few students share quick ideas.
Pre-Stage	Jigsaw Activity: Getting to know the characters Students form more or less 7 groups and are given character cards by the teacher. They master their characters through reading and discussions in their groups. They practice vocabulary items, such as guilty, power, fear, noble, king, queen, soldier, betray, witch, greed, loyal, and crown.

While-Stage	Group Script Creation and Short Performance Members of previous groups form new groups to act out. Each group is given a short situation from <i>Macbeth</i> . Their task: Creating a short mini dialogue (2-3 lines per person) based on the scene. Teacher helps students build short, correct sentences and encourages expressive speaking. Teacher provides simple prompts to guide their speaking: Macbeth meets the witches: Witches: "You will be king!" / Macbeth: "How can this be?" Students then act out their short dialogue for the class. Hot Seating One student is chosen to be Macbeth. Other students ask spontaneous questions. "Do you regret killing the king?" "Were you afraid of the witches?" "What was your biggest fear?" Hot Seat Student must answer in character, using imagination and speaking naturally. Teacher only helps if students can't continue.
Post-Stage	Reflection Circle Students sit in a circle. Ask them: "If you were Macbeth, would you make the same choice? Why or why not?" Each student gives a short answer. Example: "I would not kill the king because I don't want to feel <u>guilty</u> ."
Closure	Write Macbeth's last message activity. Tell students "Imagine Macbeth could write one final message before he died. What would he say?" Students write one short sentence (funny, sad, or dramatic). A few students read their messages aloud.



Skill-Based Lesson Plan

Selected literary work:	"A Very Hungry Caterpillar"
Age:	13-19
Level:	B1-B2
Topic:	Coming of Age-Genre Writing
Duration:	45 minutes
Aims:	Students will be able to: talk about how they have changed and grown over time. share their personal ideas confidently with their classmates. develop their writing skills with the help of effective activities.
Target skill:	Grammar, writing, speaking
Target structures:	Past Tense
Assumptions:	Students are familiar with basic past tense structures to talk about past experiences. Students enjoy personal topics and can connect emotionally to the theme. Students will be motivated by the teacher's personal sharing and will feel more comfortable.
Resources:	Whiteboard, word chart, teacher's baby, and current photos, short video of the story
Anticipated problems and possible solutions:	Students may feel shy to share personal experiences. Solution: Allow pair work first to build confidence. Students might struggle with vocabulary about growth or change. Solution: Provide mini-word explanations about the topic. Students may lose focus during creative writing. Solution: Give sentence starters like <i>When I was younger...</i> to guide them.
Activities:	Question-answer activity, creative writing activity,



Warm-Up (5 minutes)	The teacher shows the pictures of herself as a kid and as an adult, and asks some questions. "I was a little caterpillar, now I am a big butterfly, what has changed?"
Lead-in (5 minutes)	Students fill in the chart following the teacher's question: "What changed as you grew up?" "Chart with titles of physical changes, emotional changes, and changes in environment," and a discussion
Pre-Stage (10 minutes)	Students listen to the story and underline the past-tense actions of the caterpillar as they follow the story. (<i>started to look, had a tummy ache</i>) Students match the five pictures from the story in the correct order.
While-Stage (15 minutes)	Students are expected to use the same structure they have done the summaries to talk about their own "coming of age story" following the instructions below: Step 1: Make an outline using the structure Step 2: Write a draft talking about your coming-of-age story. (Encourage the students to include the changes they discussed at the chart in the lead-in stage) Step 3: Swap your story with your deskmate <i>deskmate</i> for proofreading. Step 4: Edit your story

Post-Stage (5 minutes)	Students are now expected to present their stories in the classroom. After each student presents their story, ask reflection questions such as: -What changed in his/her life? -Did you also experience these changes?
Closure (5 minutes)	Once students are done presenting, they can think over the questions below: -How did it feel to talk about the changes in yourself? -Are you happy to be a butterfly or would you wish to stay as a caterpillar?

Skill-Based Lesson Plan

Selected literary work:	“The Very Hungry Caterpillar”
Age:	8-9 years 2nd graders
Level:	A2
Grammar Topic/Vocabulary	Foods
Duration:	40 minutes
Aims:	Students will learn simple fruit vocabulary.
Target structures:	Production of vocabulary <u>words</u> : days of the weeks and foods
Assumptions:	Knowledge of the days of the week is a prerequisite. Students know the simple present tense and basic vocabulary (such as eat, etc.)
Resources:	Canva, YouTube video
Anticipated problems and possible solutions:	Problem: Students might feel reluctant to participate. Solution: The Teacher encourages them and provides extra information when needed.
Activities:	Drawing, picture matching

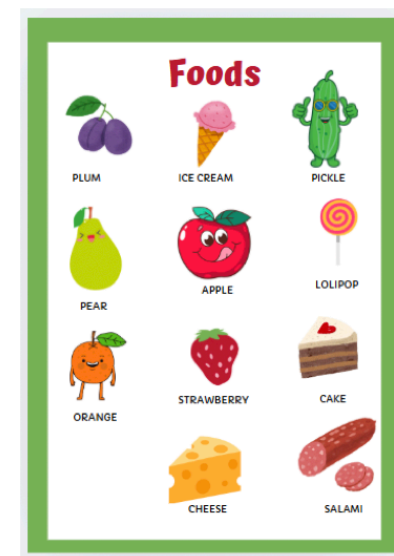


Warm-Up	Teacher greets the students sincerely and asks them about their day. T says my favorite food is apple Do you like apples?
Lead-in	Teacher asks students what their fruits are, and what they eat during lunch break at school. Students share their favourite foods with their classmates. The teacher shows the picture of the book cover and asks them about their guesses about the character and the story.
Pre-Stage	<p>Vocab practice</p> <p>Teacher provides a handout to go over the days of the week that students learned during the previous lesson.</p> <p>T says repeat after me</p> <p>T asks which day it is today?</p> <p>days of the week:</p> <p>https://www.canva.com/design/DAGlvmaWvls/GKWDQu0PpIevldJqHL52-g/edit?utm_content=DAGlvmaWvls&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>Teacher provides a handout to introduce the new vocabulary items for foods.</p> <p>T asks what's your favourite food?</p> <p>foods:</p> <p>https://www.canva.com/design/DAGlvsBi7g4/uhIYaaKkTii5qJNCNUClmQ/edit?utm_content=DAGlvsBi7g4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>
While-Stage	Teacher reads the Hungry Caterpillar and asks students their thoughts on each food. T opens the video and asks students to listen

	T pauses the video from time to time to practise vocabulary and asks questions <ul style="list-style-type: none"> - What did it eat? - How many? T plays the video two times
Post-Stage	Teacher asks students if they were a caterpillar, what would they eat? After they share their ideas, students draw and color their chosen foods.
Closure	Students show their drawings to their classmates and say the names of their foods. T says thank you, see you next week

Appendices

Appendix A- Foods Vocabulary Sheet



Appendix B- Days of the Week Vocabulary Sheet



Grammar/Vocabulary Teaching Lesson Plan

Selected literary work:	"The Very Hungry Caterpillar"
Age:	7-8
Level:	A1
Grammar Topic/Vocabulary	Days of the week & Foods: chocolate cake, lollipop, cherry pie, ice cream, plum, orange, strawberry, pear, apple, cupcake, sausage, cheese, salami, pickle
Duration:	40 mins
Aims:	Students will be able to name the target foods correctly. Students will be able to form sentences using 'It/The caterpillar eats...'/Present Simple structure. Students will be able to pronounce new vocabulary correctly.
Target structures:	It eats ...
Assumptions:	Students know numbers and the days of the week.
Resources:	Tactile Caterpillar Figure Food cards Smartboard/Flashcards Guided worksheet Chant
Anticipated problems and possible solutions:	-Students may have difficulty pronouncing new words correctly. Solution: Teacher models them and corrects them if they make a mistake.
Activities:	Discussion, drawing, writing, listening to a song and story, telling a story, matching

1. Presentation	<p>Warm- Up: Encourage students to speak about their favorite food. (I eat orange, I eat pasta...)</p> <p>Lead-in: The teacher shows students flashcards with food on them and for each flashcard s/he asks the students "Does caterpillar eat...?/ Do you think a caterpillar eats? " Expects a yes or no and makes students repeat the words.</p> <p>A. Setting the Context: The teacher introduces the story briefly. While listening to the story, the teacher wants the students to think about what they would like to eat if they were caterpillars.</p> <p>B. Noticing: The teacher first performs the targeted practice by showing the students how to form the sentences. He/She can rewrite and vocalize the story, integrating the days of the week, so that the students can grasp the days and foods. Then they try to match the foods and the days correctly.</p> <p>C. Mini Grammar/Vocabulary Teaching: The foods on the cards are the foods in the story and help students get familiar with the vocabulary they will encounter in the text. The visuals of the foods are shown on flashcards. The students are expected to reflect on foods if they like it or not and repeat the names of the foods after the teacher.</p>
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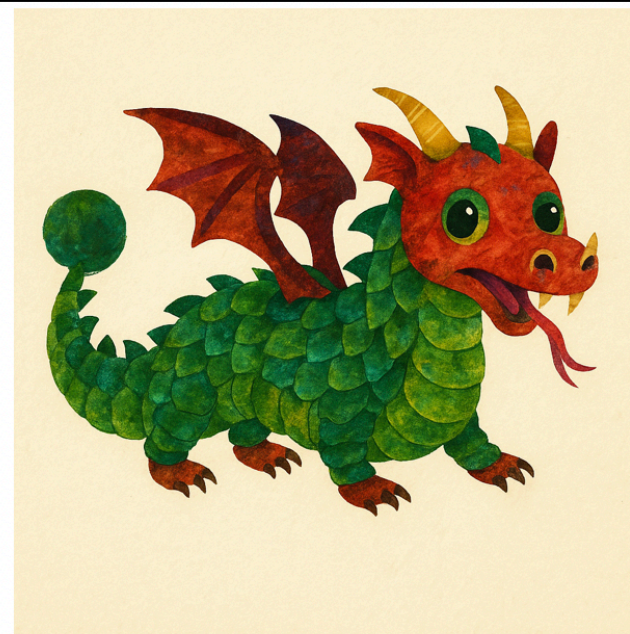
2. Practice	<p>A. Guided Practice: Groups are divided into groups of 4-5. The group members use the cards respectively to feed their caterpillars. They form sentences using 'It/The caterpillar eats...' structure with the target vocabulary items.</p> <p>B. Free Practice: Divide students into pairs or small groups. Have them retell the story to each other using the vocabulary items and sentence structure they've learned.</p>
3. Production	<ul style="list-style-type: none"> Students are given a guided worksheet, which includes the days of the week and blank spaces for drawing food. Students decide what food they will feed their imaginary caterpillars to keep them healthy and turn them into butterflies. They decide what food the caterpillar should eat day by day and draw it in the spaces provided for drawing food. They also write sentences like "He eats through five oranges," using the text as a model.
4. Closure	<ul style="list-style-type: none"> Students are asked what lessons they get from the text. After expressing their opinions, they listen to the song "Fly Fly Butterfly" and sing it together to send the butterfly off.

Grammar/Vocabulary Teaching Lesson Plan

Selected literary work:	"The Very Hungry Caterpillar"
Age:	6-12
Level:	A1.2
Grammar Topic/Vocabulary	Past Tense, food-related words (fruits, snacks, etc.)
Duration:	40 minutes
Aims:	To teach students form sentences using past tense structure. (e.g. I ate some oranges.) To teach food-related words
Target structures:	Simple Past Tense
Assumptions:	Students love watching short stories. Student have limited knowledge of simple past tense
Resources:	The Very Hungry Caterpillar
Anticipated problems and possible solutions:	Problem: Video cannot be viewed due to inert connection. Solution: Teacher downloads the video in advance. Problem: Students may confuse the sequence days of the week. Solution: Teacher presents a timeline on the screen board.
Activities:	

1. Presentation	Warm- Up: Teacher shows a picture of a caterpillar and asks some questions. What is this? Then, Teacher introduces the story briefly (<u>Today</u> , we are going to watch a fun story about a very, very hungry caterpillar!)
	Lead-in: Teacher shows the title of the story and asks SS to guess the story's content.
	A. Setting the Context: Students watch the story.
	B. Noticing: Teacher shows the highlighted past tense structures and makes students notice it.
2. Practice	C. Mini Grammar Teaching: Teacher briefly introduces the past tense without putting too much attention on form.
	A. Guided Practice: Students sequence the names of the foods according to days of the week.
	B. Free Practice: Students do the past tense activity worksheet.

3. Production	Teacher shows his caterpillar using AI. Then, he creates a dragon. Teacher will help students to create their own final caterpillar form by benefiting from AI. They will utter sentences such as: I want a caterpillar with dragon features.
4. Closure	Recap of the sentence structures and vocabulary. Teacher asks if they have any questions.



Grammar/Vocabulary Teaching Lesson Plan


Selected literary work:	“The Very Hungry Caterpillar” by Eric Carle
Age:	5-7
Level:	A0-A1
Grammar Topic/Vocabulary	The days of the week, foods
Duration:	40 minutes
Aims:	-To develop listening skills. -To learn and practice basic food vocabulary. -To build speaking confidence. -To support sequencing and memory skills -To encourage creativity
Target structures:	Vocabulary items about weekdays and fruits
Assumptions:	SS know the weekdays and can count them. SS are familiar with very basic English words like colors.
Resources:	Video of the story Song about the weekdays Flashcards created with AI Worksheet
Anticipated problems and possible solutions:	Students can lose focus during story time. -Keep reading very animated and interactive with gestures and voice tone. Students don’t understand some vocabulary. -Use body language and act out.
Activities:	Question-answer, listening song, read and watch to a short story, story sequencing game, craft activity

1. Presentation	Warm- Up: T asks which day is today and wants them to remember and count the 7 days. Then, the teacher talks about her favourite food and asks SS if they like eating fruits or what their favourite food is. T starts introducing the basic food vocabulary items with a song. As a whole class <u>activity</u> they sing the song aloud.
	Lead-in: T explains that they will read and listen to a short story. T shows the summary animation of the short story. For repetition purposes, the teacher reads the story aloud.
	A. Setting the Context: T asks questions about the animation and the story “Where is the caterpillar?”, “What food does the caterpillar eat?”
	B. Noticing: T write down students’ answers on the board to notice them the basic food names.
	C. Mini Grammar/Vocabulary Teaching: T repeats the basic food vocabulary with flashcards done with AI.
2. Practice	A. Guided Practice: Story Sequencing Game Stick 7 circles on the board. Every circle symbolizes a day of the week. Give Students food flashcards. Call out days and foods: “On Monday?” (Students show the apple card.) Stick food cards to the appropriate day in order together.

	At the end all the circles create a caterpillar on the board.
	B. Free Practice: T provides a table worksheet divided into healthy/unhealthy parts with small pictures of the food items that the caterpillar ate. SS organize the pictures to the correct group of healthy/unhealthy.
3. Production	Craft Activity Make a Caterpillar Craft: Each student colors and cuts circles. Each circle represents a fruit the caterpillar ate. Students glue all circles together to make a caterpillar and decorate it. (While crafting, a soft background music or retell parts of the story can play.)
4. Closure	Show finished caterpillar to the class and clap together. Ask recap questions about the story: “Is the caterpillar big or small?” “Is the caterpillar hungry or full?” “What color is the caterpillar?” Say goodbye with a song (Days of the week).

Skill-Based Lesson Plan

Selected literary work:	"Jane Eyre"
Age:	18-20
Level:	B2- Level
Topic:	Hardships in Life
Duration:	40 minutes
Aims:	Students will be able... To activate the background knowledge of students. To write a letter to a friend who might not feel alright by reflecting on a story summary. To answer questions related to a novel summary.
Target skill:	Reading-writing
Target structures:	Letter genre writing
Assumptions:	Students already know enough language to deal with B2-level texts. Students can write in simple and informal language.
Resources:	Smartboard, written text
Anticipated problems and possible solutions:	Problem: Students might have problems when writing a letter. Solution: The teacher provides enough examples and reminds students to be referred to as vocabulary.
Activities:	Brainstorming, KWL activity, reading a story, writing a motivation letter

Warm-Up	<p>The teacher comes to the class and greets the students like (hi, hello, good morning, etc)</p> <p>-Is life a clear road or is it a rocky one? Showing the pictures of a rocky road and a flower path.</p>
Lead-in	<p>The teacher shows a picture <u>of a</u> novel called Jane Eyre and asks:</p> <ol style="list-style-type: none"> 1. What comes to your mind when you look at this cover? 2. What themes could be included? 3. How do you feel? What is her path looking like? <p>The teacher makes a word cloud including key terms of their discussion.</p> 
Pre-Stage	<p>-The students are expected to fill a KWL chart related to the novel Jane Eyre. They are expected to use themes discussed before. The teacher guides the activity by referring to questions such as:</p> <p>-What do you know about Jane Eyre?</p> <p>-What do you want to learn about her? What do you expect from the story?</p>

While-Stage	<p>The students are expected to read the summary.</p> <p>Controlled activities: After they understand the whole story, they are expected to do some controlled activities, like comprehension questions and event ordering.</p> <p>Guided activities: Students are expected to go back to the KWL chart to see whether the story has met their expectations for better comparisons.</p>
Post-Stage	<p>The teacher wants students to write a letter to motivate Jane about the hardships that she has come across in her life.</p>
Closure	<p>The lesson is finished with some small talk about students' reflections on the activities and the novel.</p>



|Skill-Based Lesson Plan

Selected literary work:	Jane Eyre
Age:	18
Level:	B1
Topic:	Deception
Duration:	40 min
Aims:	Students will be able to: <ul style="list-style-type: none"> - Understand the key events of the selected chapter through reading and discussion. - Practice speaking through acting out scenes, focusing on expression, intonation and body language. - Collaborate in small groups to present their understanding. - Build confidence in speaking through supportive peer interaction.
Target skill:	Speaking-Reading
Target structures:	Emotion and opinion adjectives Discourse markers/speaking phrases Vocabulary for jobs, setting and relationships
Assumptions:	-Students are used to the process of reading classes.
Resources:	Excerpt of the 26th Chapter of the Book, Role-Play Cue Cards, Props (Wedding Veil, Bowtie...)
Anticipated problems and possible solutions:	Problem: Students may feel reluctant to speak or discuss. Solution: Students work in pairs to feel safer and more willing. Problem: Students may feel shy/insecure about acting. Solution: Offering positive feedback and small, manageable roles to build confidence.
Activities:	Brainstorming, jigsaw, role-playing, dialogue writing, hot seat

Warm-Up 1 min.	T greets the class and asks how they are.
Lead-in 1 min.	T introduces the <u>course</u> . “Today we will.....”
Pre-Stage 6 min.	Brainstorming: <ul style="list-style-type: none"> - Have you ever read Jane Eyre? - Do you like it? - What could it be about? - Look at the book cover and try to guess the content. - Try to guess the themes. <p>SS share their ideas and the teacher gives background information about the book and the author.</p>

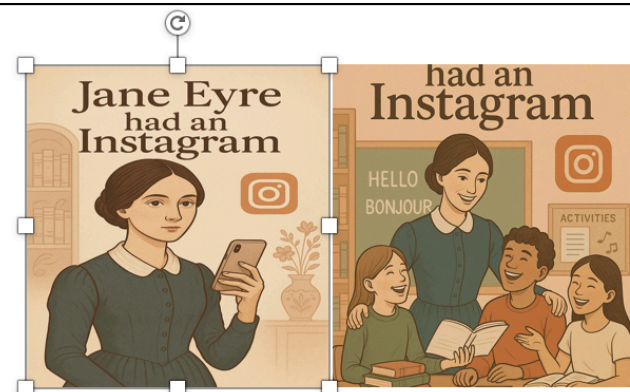
While-Stage 20 min.	Jigsaw Reading Activity (Chapter 26) The teacher groups students in groups of 3 or 4 and divides the chapter (10 pages) into dividable chunks (half to a full page). Ask each group to read their parts of the story and discuss it with their group members. As student groups read their parts and discuss, the teacher draws a jigsaw puzzle on the board and asks each group to summarize their parts with one or two sentences and share it with the class. Students come up to the board, write their parts on each part in eventual order and complete the puzzle.
Post-Stage 10 min.	Teacher explains the main theme of the book: Forgiveness vs Retribution. And asks the following discussion: T: When someone hurts your feelings or betrays you, can you forgive them and move on, like Jane? -Or do you seek justice and retribution? After warming the students up, students move on to a role-play activity around the main theme of the book. Here, students choose different aspects of a given scene to portray. Students are asked to act out the stage of the plot they have chosen in a modern setting. Students are put into pairs or small groups. The original script is given as a model for students to be influenced by the tone and language and to create their own dialogues. Students create their own dialogues in groups by modernizing emotions and the language. Students perform live. Finally, the class compares the original version of the scene with the version adapted by the students. Students vote for their favorite role-play.
Closure 2 min.	T asks if they have any questions. To make them motivated to read, the teacher gives them a bookmark.

Skill-Based Lesson Plan

Selected literary work:	"Jane Eyre" by Charlotte Bronte
Age:	14-18
Level:	B1
Topic:	Exploring Identity and Emotions through <i>Jane Eyre</i>
Duration:	45 minutes
Aims:	<ul style="list-style-type: none"> -To learn and practice related vocabulary in the given part of a novel -To enhance students' communication skills through discussion -To discuss characters and emotions in English -To talk about their own experiences in relation to the story -To develop vocabulary to describe emotions and personal characteristics
Target skill:	Speaking, Reading, Listening
Target structures:	I feel ...She feels... Adjectives; brave, shy, clever, stubborn Causative Conjunctions: because, although, but, so
Assumptions:	Ss have basic English reading skills at B1 level. Ss have some familiarity with classic stories or characters. Ss can express simple opinions and emotions in English.
Resources:	Whiteboard, Smartboard, AI, Emotions cards
Anticipated problems and possible solutions:	<ul style="list-style-type: none"> -Students might struggle with understanding the story due to unfamiliar vocabulary. The teacher emphasizes the importance of pre-stage activity including vocabulary teaching. -Students might find the story uninteresting. The teacher could execute the lesson more student oriented with the help of various learning materials like visuals, audio video to grasp attention. -Some students may feel shy or reluctant to speak up. Teachers should have a more encouraging manner in listening to learner responses supported by his/her embodiment.
Activities:	Question-answer activity, listening for details activity, role play, preparing a social media page, emotion cards activity.

Warm-Up	Start the lesson by giving a summary of the novel. (Imagine you are Jane Eyre at 18 years old. You have no family, no money, and you must decide your future...) Ask students questions about "what they would do if they were <u>Jane</u> " <u>Smartboard</u> . Let them share their ideas in small groups.
Lead-in	The students listen to the summary of Jane Eyre's school life in English. The students are expected to comprehend and analyze the themes, concepts, and values in Jane's school context. The teacher asks: <u>'What challenges does Jane face in her school? How could she cope with them?'</u> <u>'Do you think Jane's experience in school was fair? Explain.'</u> <u>'What would you do if you were in Jane's shoes?'</u>
Pre-Stage	Some key words are introduced to students. <i>Such as; orphan, boarding school, strict, unfair, hope, courage, resilience.</i> Words are brought to life using small pictures or short definitions supported by a brief meaning-word matching activity.

While-Stage	Students are given a short text adapted by AI of the story. Students read silently, after which the teacher gives a small summary. Creative Speaking Task Role Play: The class is divided into two; one group of 'Lowood teachers', one group 'Jane and her classmates'. The teacher gives a situation: <i>'How to make the school a better place.'</i> Students prepare in the group for 2-3 minutes, then have an impromptu discussion. Students demonstrate their role play and explain the reasons for the changes they have made.
Post-Stage	Emotion Cards Activity: The teacher asks: <i>'How do you think Jane felt when she arrived at Lowood?'</i> Students select the emotion cards in the group and match the cards according to the events that Jane experienced. Then, in small groups, they have mini-conversations using this structure: <i>'When Jane arrived at Lowood, she felt because...'</i>
Closure	Explain to students that they will now imagine <i>Jane Eyre had an Instagram account during her time at Lowood.</i> Let students work in small groups. Assign each group to create 3 Instagram posts. After that, they will share their productions.



Skill-Based Lesson Plan

Selected literary work:	"Jane Eyre" by Charlotte Brontë
Age:	Adult (18-20, Preparatory Class)
Level:	B2 Level
Topic:	Love
Duration:	80 minutes
Aims:	<ul style="list-style-type: none"> To develop students' ability to analyze the reasons behind the character's actions, motives, and feelings To promote empathy by engaging with emotional content through classroom discussion and acting To enhance and reinforce students' use of key vocabulary from the text in different contexts
Target skill:	Speaking, Reading, Listening
Target structures:	<ul style="list-style-type: none"> Students will accurately use new vocabulary items in suitable contexts. Students will offer alternative expressions for specific vocabulary items.
Assumptions:	<ul style="list-style-type: none"> Students are already familiar with key vocabulary related to emotions and relationships. Students have a good understanding of past & present tenses and can follow narrative texts. Students are able to participate in group discussions and basic dramatizations with teacher guidance and support when needed.
Resources:	Novel summary video on YouTube: Jane Eyre Video Summary
Anticipated problems and possible solutions:	<p>Problem: Students may have unknown words in the chapter. Solution: Teacher uses vocabulary activity to practice the words that were taught in pre-stage.</p> <p>Problem: Students may feel shy about acting. Solution: Offer groups or allow volunteers to perform.</p>
Activities:	Watching video, vocabulary teaching and practice, reading, speaking practice

Warm-Up 2 min	Teacher greets the students sincerely and asks them about their day. T: Hi, everybody. How are you? How is your day going?
Lead-in 10 min	<p>T asks questions to get students ready for the lesson; What makes a conversation emotional? Which phrases do you <u>use</u>? Do you believe in love? What do you call your loved ones? In which name do you save them on your phone?</p> <p>T takes notes on the board about Ss answers</p>
Pre-Stage 13 min	<p>T shows the <u>definition</u>, example sentence and phonetics of the words and asks them to repeat the words together :</p> <p>Automaton Morsel Ensnare Frantic Plumage Independent Exert Destiny Companion Fate</p> <p>-Vocab practise. Appendix A T provides students with questions and asks them to answer</p>
While-Stage 20 min	<p>T opens a summary video about the novel https://youtu.be/FVSfWUkTynM?si=vUpfCf6f1FNFVrEO</p> <p>T says now let's read a section from the novel. Chapter 23(Appendix B)</p> <p>T provides the text to ss and also opens from the smartboard.</p> <p>Read and try to find out: What is the text about? What emotions does it bring? What's the overall message in the text?</p> <p>T says now let's read again and discuss the <u>questions</u> : Find and underline sentences that shows emotions Which alternative words can be used?</p>
Post-Stage 30 min	<p>Teacher asks students to form groups <u>and try</u> to play the chapter. Teacher asks if you were the character how would you react in the scene? Teacher walks around the classroom and watches groups acting. Teacher asks if any group wants to play on the board.</p>
Closure 5 min	<p>Teacher goes over the topics covered in the lessons and asks students whether they enjoyed the book. T asks do you have any questions T says thank you See you next week.</p>

Group 5: Berivan, Nuijen, Vera, Ayşe, Vefa

Skill-Based Lesson Plan

Selected literary work:	"Jane Eyre" by Charlotte Brontë
Age:	+18
Level:	Advanced
Topic:	Jane refuses to marry Mr. Rochester (Love vs. Independence)
Duration:	45 minutes
Aims:	<ul style="list-style-type: none"> - Students will answer critical questions about the marriage refusal. - Students will engage in a discussion to explore themes of trust, loyalty, and independence as portrayed in "Jane Eyre". - Students will form sentences in the second conditional structure as they answer some of the discussion questions.
Target skill:	Reading-focused lesson with speaking and writing integration
Target structures:	Second conditional sentences
Assumptions:	Students know the general topic and the characters of the novel until the scene we will analyze.
Resources:	Novel excerpt
Anticipated problems and possible solutions:	Problem: Students may focus too much on plot details instead of deeper emotional or ethical analysis. Solution: Direct their attention with specific guiding questions.
Activities:	Reading the excerpt from the novel about the wedding, where Jane finds out Mr. Rochester is married. Discussion on the excerpt Writing as post activity

Warm-Up (5 minutes)	Ask students questions like: . What makes an ideal hero or heroine? . Who comes to your mind when you think of a strong female character?
Lead-in (5 minutes)	Teacher asks thought-provoking questions about the story to encourage the students to think critically. Some example questions: <ul style="list-style-type: none"> • In Jane's situation, what would you value more: love or self-respect? Why? • How is the relation between Jane and Mr. Rochester up to this point? • How has Jane acted against injustice up to this point in her life?
Pre-Stage (10 minutes)	T asks volunteers to read out the dialogue during the wedding ceremony when Jane learns about Bertha. T reminds class that Mr. Rochester is already married and now Jane learns about it, too.

While-Stage (15 minutes)	T gives discussion questions. SS do silent reading on their own while considering the answers for the discussion questions. "What do you think Jane is feeling after learning the truth? What are the emotions?" "If you were in Jane's position, would you stay or leave?" "What does Jane's reaction tell us about her character and her moral values?" "How does this revelation change your perception of Mr. Rochester as a character?" In small groups, SS discuss their ideas on these analytical questions, and then a whole-class discussion involving the teacher starts.
Post-Stage (5 minutes)	Imagine that you are in the shoes of Jane Eyre, and you are shocked after the wedding ceremony. What would go around your mind? Express in three different words
Closure (5 minutes)	Students are to be assigned to write a diary in ten sentences expressing Jane's imagined feelings after her wedding was destroyed. They will focus on Jane's emotions.