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| MODERN CLASSROOMS, MODERN EDUCATION | | |
| PRIMARY SCHOOL BELTINCI  TEACHER: IRIS VIČAR | | |
| lesson plan: ENGLISH | | resources: INTERNET  [Resource 1](https://sl.wikipedia.org/wiki/France_Pre%C5%A1eren)  [Resource 2](http://www.preseren.net/ang/3_poezije/18_nezkonska.asp?recit=1)  [Resource 3](http://www.preseren.net/ang/3_poezije/18_nezkonska.mp3)  [Resource 4](https://dictionary.cambridge.org/)  [Resource 5](https://thegreatgiveback.org/index.php/2017/10/18/thank-you/) |
| level: **lower secondary** | |  |
| Age of students: 14 | |  |
| UNIT: THE UNMARRIED MOTHER | |  |
| GENERAL GOALS:  Students understand the poem. | | |
| VOCABULARY covered during the lesson:  poet, poem, foolish, to curse, to entreat, to blush, on the sly, to wander, shamed , to suffer, joy, to shed | | |
| REQUIRED PRE-KNOWLEDGE:  general knowledge of English language | | |
| SPECIFIC OBJECTIVES (specific skills / information that will be learnt):  Students find the definitions for the new words.  They can answer the questions about the poem. | | |
| MATERIALS NEEDED:   * worksheets with the poem * worksheets with the words and definitions * worksheets with the questions | OTHER MATERIALS NEEDED: (realia, apps or programs):   * whiteboard * computer * internet * speakers | |

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| TEACHER | STUDENTS |
| **INTRODUCTION AND MOTIVATION**  The teacher shows the students a picture of France Prešeren and asks them to give some ideas who that might be.  If the students don't guess, the teacher gives the answer: a poet.  **ACQUISITION OF KNOWLEDGE**  The teacher gives some facts about the poet's life and work and tells the students that they are going to hear one of his famous poems.  (PP presentation)  The teacher plays an MP3 recording, or reads the poem.  The teacher asks the students what they have understood – what the poem is about. How does the mother feel?  The teacher tells the students to form the groups of five. She gives the students the poem on a sheet of paper and tells them to read it again by themselves. She tells them to find the meanings of the words which are written in a bold type. She gives them the words and the definitions. She tells them to connect the words with the correct definitions.  The teacher gives the groups the questions about the poem on a piece of paper. Each group gets the same questions.  **CONCLUSION**  The teacher thanks the students for participation. | The students give their ideas.  The students listen and follow on the screen.  The students listen.  The students answer.  The students form the groups of five. They read the poem by themselves. They look at the words written in bold. In groups they connect the words with the definitions. Each group reads one connection aloud, the others check. They change turns.  They write the answers.  The groups read the questions and the answers – one group one question. They change turns. |