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LESSON PLAN

School: IV. GIMNAZIJA ZAGREB

Teacher: Jadranka LUNJEVIĆ

Subject: English language

Topic: Module 1 AUTOBIOGRAPHY

Aims: Linguistic :acquiring new vocabulary and practising pronunciation

Instructional : learning social expressions and related vocabulary , learning about HOLOCAUST, learning about ANNE FRANK(1929-1945) whose Dairy was translated into over 70 languages and read worldwide

Communicative: expressing general facts about respective topic, retelling a story
And giving opinions on topic

Repetitive: repeating vocabulary learnt before and adding to it, repeating grammar

Wordbuilding:adjectives, nouns and adverbs

Teaching techniques : integrative approach

Skills : speaking, listening, reading, writing

Material : OPPORTUNITIES UPPERINTERMEDIATE, Michael Harris, David Mower, Anna Sikorzynska, Longman & THROUGH OUR EYES :Children Witness the Holocaust , Itzhak B. Tatelbaum, Yad Vashem ISHS

Aids and media : textbook, teacher s book, OHP, transparency,cassette, cassette recorder, Handouts, photo material

Structure (Articulation):

Warm-up

- have students look at the photo of Anne Frank at the top of the page and elicit words to describe her appearance, her age
- have students think about an important scene in their life that they remember very clearly
example:A scene I remember very well is when I won a competition at primary school...
- have students practise telling their experiences to their partner before they tell the whole class ; monitor the pairwork

Reading

- have students skim the text to get a general idea of the story (ask them which form it is: diary)
- have them read the text again ; try to work out the meaning of important words
- have individual students read out the questions about the text and give them time to answer the questions

TEXT

The weather has been wonderful since yesterday, and I have perked up quite a bit. My writing, the best thing I have , is coming along well. I go to the attic almost every morning to get the stale air out of my lungs. The morning when I went there, Peter was busy cleaning up. He finished quickly and came over to where I was sitting on my favourite spot on the floor. The two of us looked out at the blue sky, the bare chesnut tree glistening with dew, the seagulls and other birds glinting with silver as they swooped through the air, and we were so

moved and entranced that we could not speak. He stood with his head against a thick beam, while I sat. We breathe in the air, looked outside and both felt that the spell should

not be broken with words. We remained like this for a long while, and by the time he had to go to the loft to chop wood, I knew he was a good, decent boy. He climbed the ladder to the loft, and I followed; during the fifteen minutes he was chopping wood, we didn't say a word either. I watched him from where I was standing, and could see he was obviously doing his best to chop the right way and show off his strength. But I also looked out of the open window, letting my eyes roam over a large part of Amsterdam, over the rooftops and onto the horizon, a strip of blue so pale it was almost invisible. «As long as the sun exists», I thought, «this sunshine and this cloudless sky, and as long as I can enjoy it, how can I be sad?»

Questions to be answered:

1. What time of the year do you think it is? Why?
2. Who do you think Peter is? How do you think the diary writer feels about him?
3. How old do you think the writer is? Give your reasons.
4. What do you think is unusual about the writer's situation?
5. What do you think happened later to the writer?

Check your last answer on page 135 (Background information on Anne Frank and her life)

Speaking:

Teacher draws the Star of David asking students to reflect on the following:

What was the purpose of the Nazi regulations regarding the wearing of the star? What effect did the badge have on children? Why were shops marked with the yellow star? What is the psychological effect of «labelling a person»? / Students are given handouts with different photos / **DISCUSSION TO FOLLOW**

Teacher explains the meaning of the word HOLOCAUST. It comes from the Greek word Holohaustos (Holo=Whole, Kaustos=burnt). It means: A sacrificial offering consumed by fire; A whole burnt sacrifice; A vast amount of total destruction usually by fire.

The term refers to the period from January 30, 1933, when Adolf Hitler became Chancellor of Germany to May 8, 1945 when World War II ended in Europe. During those years, millions of people were killed, but the Jews were the only group singled out for total annihilation by Hitler and his Nazi party. Six million Jews were killed out of which more than one and a half million were children.

Handouts of photos and text given to students on the topic of LIFE FOR CHILDREN BEFORE THE HOLOCAUST to enable them to discuss the topic.

Homework task:

Handout given to students: a poem by a girl entitled «From tomorrow on, I shall be sad-not today» Ask them to write a short comment (50 words) on what message can be learned from this poem and whether physical weakness always leads to not being able to act or change a situation.

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