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| Šolski center Kranj | **DNEVNA PRIPRAVA ZA TIMSKO POUČEVANJE** |

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| **Predmet:** | | English | | **Oddelek:** | | | | 4.Gb | | **Datumi:** | | 9.1.2015, 12.1.2015, 19.1.2015,  26.1.2015, & 30.1.2015 | **Učna enota #:** | 63/140, 64/140, 67/140, 71/140 & 73/140 | **Učilnica:** | 315 |
| **Učitelja:** | | Benjamin Tweedie (FT) & Andreja Bešter (ST) | | | | | | | | | | | | | | |
| **Tema:** | An Ideal Husband (Film Analysis) | | | | | | | | | | | | | | | |
| **Vsebinski poudarek:** | | | Kulturni: What is an Ideal Husband? Does the concept change between cultures and across the time continuum?  Jezikovni: Developing an in-depth understanding of the film adaptation of “An Ideal Husband”. | | | | | | | | | | | | | |
| **Načini timskega poučevanja:** | | | | | | dialogue, traditional, complementary & supportive | | | | | | | | | | |
| **Učna oblika:** | | | | | teacher-led, individual & pair-work | | | | | | | | | | | |
| **Učne metode:** | | | | | discussion, explanation, exercise & working with text | | | | | | | | | | | |
| **Cilji:** | To raise student awareness of what constitutes an ideal husband (or wife) and whether this concept is universal.  To develop the students' reading and listening comprehension skills.  To (further) sensitise students to the themes of the film adaptation of “An Ideal Husband” | | | | | | | | | | | | | | | |
| **Pričakovani učni dosežki:** | | | | | | | | | The students will be able to reflect on what constitutes and ideal husband (or wife) and its universality.  The students will be able to further refine their reading and listening comprehension skills.  The students will be able to compare & contrast the plot treatment of the film adaptation of “An Ideal Husband” with Oscar Wilde’s original version. | | | | | | | |
| **Učni pripomočki:** | | | | | | | za učitelja:: | | | | whiteboard, interactive smart board, markers, dictionary, computer, projector | | | | | |
| za dijake:: | | | | hand-outs, pencils, pens, eraser | | | | | |
| **Predhodno znanje:** | | | | | | | The students have read the abridged version of Oscar Wilde’s “An Ideal Husband” | | | | | | | | | |

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| **POTEK POUČEVANJA**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **UČNO**  **URO** | **DELO UČITELJEV** | | | **DELO DIJAKOV** | **ITP** | | **SU** | | **TU** | | 1 | Converses with FT about general views of Oscar Wilde’s “An Ideal Husband”.  Asks students to read the plot summary and reflect on it quality (or lack thereof).  Reviews the correct answers. | | Converses with ST about general views of Oscar Wilde’s “An Ideal Husband”.  Distributes Activity 1 worksheet.  Asks students to complete the activities individually.  Writes the correct answers on the whiteboard. | Students watch the dialogue.  Students complete activity 1. | dvogovorno  dopolnjevalno  soodvisno | | 2 | Distributes Activity 2 worksheet.  Clarifies if there is any language which is misunderstood.  Requests the students complete the comprehension questions and to pair check their answers.  Writes the correct answers on the whiteboard. | | Asks students to read the questions in order to prepare themselves for the listening comprehension exercise.  Plays video part 1.  Monitors student behaviour.  Reviews the answers with the students. | Students read the questions and request clarification.  Students watch the film, answer the questions and pair check.  Selected students provide worksheet answers. | dopolnjevalno  podporno  soodvisno | | 3 | Asks students to read the questions in order to prepare themselves for the listening comprehension exercise.  Plays video part 2.  Monitors student behaviour.  Reviews the answers with the students. | | Distributes Activity 3 handout.  Clarifies if there is any language which is misunderstood.  Requests the students complete the comprehension questions and to pair check their answers.  Writes the correct answers on the whiteboard. | Students read the questions and request clarification.  Students watch the film, answer the questions and pair check.  Selected students provide worksheet answers. | dopolnjevalno  podporno  soodvisno | | 4 | Distributes Activity 4 handout.  Clarifies if there is any language which is misunderstood.  Requests the students complete the comprehension questions and to pair check their answers.  Writes the correct answers on the whiteboard. | | Asks students to read the questions in order to prepare themselves for the listening comprehension exercise.  Plays video part 3  Monitors student behaviour.  Reviews the answers with the students. | Students read the questions and request clarification.  Students watch the film, answer the questions and pair check.  Selected students provide worksheet answers. | dopolnjevalno  podporno  soodvisno | | 5 | Asks students to read the questions and clarify any misunderstandings.  Monitors student behaviour.  Reviews the answers with the students. | Distributes Activity 5 handout.  Clarifies if there is any language which is misunderstood.  Requests the students complete the comprehension questions and to pair check their answers.  Writes the correct answers on the whiteboard. | | Students read the questions and request clarification.  Students answer the questions and pair check.  Selected students provide worksheet answers. | dopolnjevalno  podporno  soodvisno | |