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Lesvoorbereiding

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Datum stage: 13 November 2017 Uur: Lesuur 6 (13:40 – 14:30)
School: Technisch Instituut Sint-Paulus
Klassengroep: 2IWa (industriële wetenschappen) Aantal lln.: 19
Lokaal: S1.1 Vak: English
Mentor: Bart Vandecruys Docent: Werner Stijnen

1. Lesson subject:

New Breakaway 1 → Unit 4: Paula's dreamhouse (vocabulary and/or auxiliary 'can')

2. References:

Leys, B., Claus, D., Desoete, M., Dufour, L., Huyghe, E., & Van Ryckeghem, K. (n.d.). *NEW Breakaway 1*. Wommelgem: Van In.

3. Initial situation:

2IWa is an industrial sciences class. It is the highest level in the school, but the language English is almost completely new to these pupils. They only started this year with English. The learners have only had English for two months. However, they come in contact with all kinds of spoken language almost daily. For example, via film and television, in music and the internet, in advertising and so on. Therefore, they already know a variety of words and expressions. They are also familiar with learning a modern foreign language (e.g. French). The learners know how to talk about themselves and their families. They are also familiar with plurals.

The classroom has a giant whiteboard. The room also has a computer and a projector. Mister Vandecruys can get the online version of the coursebook on the computer.

4. Formation objections:

Language formation:	<ul style="list-style-type: none">- The pupils can talk about the rooms inside a house.- The pupils can talk about furniture and know in what room that furniture is placed.
Personality formation:	<ul style="list-style-type: none">- The pupils can talk about their own house and what it looks like.- The pupils can talk about their dreamhouse.- The learners can talk about their rooms.
Formation world view:	<ul style="list-style-type: none">- The learners learn about each other's houses.- The pupils learn about each other's ideal dreamhouse.- The pupils learn about each other's rooms.
Learning strategies:	<ul style="list-style-type: none">- The learners learn about someone else's house by listening to a conversation between a buyer and a real estate agent.- The learners learn new vocabulary about furniture by doing matching exercises.

	- The pupils learn about each other's rooms by doing a game called 'say what you have in your room'.
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5. Curriculum & short range objectives:

Curriculum:

Curriculum consulted:	ENGELS EERSTE GRAAD A-STROOM LEERPLAN SECUNDAIR ONDERWIJS VVKSO - BRUSSEL D/2011/7841/002
Primary/Main Goal(s):	<ul style="list-style-type: none"> - <u>LU1</u>: De leerlingen kunnen het globale onderwerp bepalen. - <u>SP6</u>: De leerlingen kunnen een gebeurtenis, een verhaal vertellen, of iets of iemand beschrijven met ondersteuning van sleutelwoorden of met visuele ondersteuning. - <u>WO1</u>: De leerlingen kunnen lexicale elementen (woorden, woordcombinaties en uitdrukkingen) functioneel d.w.z. gepast inzetten om de voor hen relevante productieve taaltaken uit te voeren.
Secondary Goals(s):	<ul style="list-style-type: none"> - <u>LU7</u>: De leerlingen zijn bereid om onbevooroordeeld te luisteren. - <u>SP13</u>: De leerlingen tonen bereidheid en durf om te spreken in het Engels. - <u>SP14</u>: De leerlingen tonen bereidheid tot taalverzorging. - <u>GESPR1</u>: De leerlingen kunnen deelnemen aan een gesprek door vragen, antwoorden en uitspraken te begrijpen. - <u>WO3</u>: De leerlingen kunnen bij het uitvoeren van taaltaken hun ondersteunende (lexicale) taalkennis inzetten en uitbreiden. Ze kunnen hierbij reflecteren over taal en taalgebruik. - <u>GR1</u>: De leerlingen kunnen morfologische en syntactische elementen functioneel d.w.z. gepast gebruiken om de voor hen relevante productieve taaltaken uit te voeren.

Aims:

Primary/Main Aim:	The pupils can talk about their house.
Secondary Aims(s):	<ul style="list-style-type: none"> - The pupils can use the new vocabulary about the rooms in a house. - The pupils can use the new vocabulary about furniture. - The pupils can talk about their bedrooms.

Short range objectives:

Order of activities with description	Short-range objective
Initial stage (10 minutes)	After listening to the short dialogue between Paula and a real estate agent, the pupils know what the lesson is going to be about. The learners will hear the new vocabulary for the first time.
Oral exercise with the whole class: talking about their dreamhouse	After a Q & A about dreamhouses, the pupils can talk about their dreamhouse. They will also learn to respect



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(5 minutes)	their fellow classmates, because they have to listen to each other.
2 matching exercises (12 minutes)	After two matching exercises, the pupils can make sense of the new vocabulary about furniture.
Listening exercise (15 minutes)	After listening to someone describing their house, the pupils know how to talk about a floor plan.
End of the lesson (8 minutes)	After the game 'say what you have in your room', the pupils will fully master the new vocabulary about furniture and they will be able to talk about their bedrooms.

6. Personal aims:

First of all, I would like to improve my monitoring of the learners. Sometimes I notice that the learners aren't even listening to me, because they do not think of me as a real teacher. It would mean a lot to me that if they look at me, that they see a real teacher. I think that part of that has to do with organizing your classroom. I often feel like I can't be the person that is in charge. Pupils might think that I am a 'soft' teacher. I would like to feel stronger in front of the class, but still be authentic.

Another thing I have to work on, is moving around. I like to stand behind the front desk, because that makes me feel safe. That is another part of making me look like a 'soft' teacher. So maybe, if I move around, the learners will notice that I am a lot more confident.

I also need to pay attention to my speaking. Am I speaking loud enough? Is my pronunciation good? Am I speaking at the right level? These are little things, but I think if I improve them, I will be a more confident speaker in the eyes of the learners.

Time management	Content	Methodology	Materials																
INITIAL STAGE																			
<p>13:40 – 13:50</p>	<p>When I ask the pupils to take a piece of paper to make a nameplate, I will do the same thing.</p> <ol style="list-style-type: none"> 1. Take a piece of paper 2. Fold it in half 3. Write your name on it 4. Place it on your desk <p>PowerPoint presentation: slide 1</p> <div data-bbox="315 754 1032 884" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Watch the video and tick off the places in and around Paula's dreamhouse.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> living room</td> <td><input type="checkbox"/> cellar</td> <td><input type="checkbox"/> garden</td> <td><input type="checkbox"/> veranda</td> </tr> <tr> <td><input type="checkbox"/> hall</td> <td><input type="checkbox"/> bathroom</td> <td><input type="checkbox"/> kitchen</td> <td><input type="checkbox"/> terrace</td> </tr> <tr> <td><input type="checkbox"/> garage</td> <td><input type="checkbox"/> study</td> <td><input type="checkbox"/> bedroom</td> <td><input type="checkbox"/> stairs</td> </tr> <tr> <td><input type="checkbox"/> attic</td> <td><input type="checkbox"/> garden shed</td> <td></td> <td></td> </tr> </table> </div> <p>attic (= zolder) cellar (= kelder) study (= studeerkamer) garden shed (= tuinhuisje)</p> <p><u>TEXT</u> (see attachment): real estate agent (= makelaar) neighbourhood (= buurt) fireplace (= openhaard) sink (= wastafel) rent (= huur)</p>	<input type="checkbox"/> living room	<input type="checkbox"/> cellar	<input type="checkbox"/> garden	<input type="checkbox"/> veranda	<input type="checkbox"/> hall	<input type="checkbox"/> bathroom	<input type="checkbox"/> kitchen	<input type="checkbox"/> terrace	<input type="checkbox"/> garage	<input type="checkbox"/> study	<input type="checkbox"/> bedroom	<input type="checkbox"/> stairs	<input type="checkbox"/> attic	<input type="checkbox"/> garden shed			<p>Teacher: Good afternoon everyone. My name is miss Thijs and I am going to be your teacher today. Please take a piece of paper, then fold it in half and write your name on it. You can place it at the front of your desk.</p> <p>Look at this house. <i>*the teacher shows a house to the learners*</i> This house looks like a dreamhouse to me. It has everything that I want. The house has a swimming pool. It has a lot of windows, that makes the house light and airy. It has 3 floors. Unfortunately, it is way too expensive. Spijtig genoeg, is het veel te duur. Today we are going to look at dreamhouses and what is inside a house.</p> <p>You have seen my dreamhouse, now we are going to watch Paula's dreamhouse. Take your books on page 56. For this exercise you have to tick off the places in and around Paula's dreamhouse. Voor deze oefening moeten jullie de plaatsen in en rond Paula's droomhuis aanduiden. Is there a word you don't understand? Pupils: <i>*one of the options*</i> <i>*watching/reading the text*</i></p> <p>Teacher: Okay, good. Let's correct the exercise. Which places do you have? Welke plaatsen hebben jullie aangeduid? Pupils: Living room, hall, kitchen, garden, bedroom and bathroom.</p>	<p>piece of paper marker</p> <p>PowerPoint presentation</p> <p>Coursebook (online) Whiteboard Whiteboard markers Text</p>
<input type="checkbox"/> living room	<input type="checkbox"/> cellar	<input type="checkbox"/> garden	<input type="checkbox"/> veranda																
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<input type="checkbox"/> attic	<input type="checkbox"/> garden shed																		
DEVELOPMENT OF THE LESSON																			
<p>13:50 – 13:55</p>		<p>Teacher: Which rooms would you like to have in your dreamhouse? <i>Name pupil</i>, how many bedrooms do you want in your house? Pupil: 3 bedrooms. Teacher: Okay, who also wants 3 bedrooms in their house?</p>																	

<p>13:55 – 14:05</p>	<ol style="list-style-type: none"> 1. Dishwasher 2. Fridge/refrigerator 3. Bath 4. Shower 5. Stove /stəʊv/ 6. Sink 7. Toilet 8. Wash-basin /'beɪsn/ 9. Wardrobe 10. Bed <p><u>Exercise 4.4</u> → orally</p> <p><u>Exercise 4.5</u> A = 2; B = 5; C = 3; D = 7; E = 6; F = 9; G = 1; H = 4; I = 8</p> <p>cupboard (= (buffet)kast)</p>	<p><u>Pupils:</u> <i>*hands*</i></p> <p><u>Teacher:</u> <i>Name pupil</i>, do you want a shower or a bath, or both?</p> <p><u>Pupil:</u> Both.</p> <p><u>Teacher:</u> <i>Name pupil</i>, do you want a big garden?</p> <p><u>Pupil:</u> No, a small garden.</p> <p>Is there something else you would want in your dreamhouse? Is er nog iets anders dat je nog in je droomhuis wilt?</p> <p><u>Pupil:</u> <i>*possible answer*</i></p> <p><u>Teacher:</u> For the next exercise, I am going to give everyone a card. Voor de volgende oefening ga ik iedereen een kaartje geven. Op dat kaartje staat ofwel een woordje, ofwel een foto. On the cards there will be photos and words. You are going to look for someone with the same thing on their card. At the end of the exercise there will be 10 pairs. Je gaat dus zoeken naar de persoon die hetzelfde heeft staan op zijn kaartje. Aan het einde van de oefening zullen we 10 'koppels' hebben. Eén iemand heeft het woord en de andere heeft de bijhorende afbeelding. I will be joining, because you are an odd number. Ik zal meedoen, want jullie zijn met een oneven aantal. Is that clear? Are there any questions? <i>*teacher hands out the cards randomly*</i> <i>* pupils do the exercise*</i></p> <p>To finish this exercise, we will fill in the words in exercise 4.4. We haven't covered all the furniture. There is more furniture in a house than the ten pieces we just saw.</p> <p>The next exercise is another one on furniture. It is a matching exercise. So, match the correct names (the letters) with the correct pictures (the numbers). You get a few minutes to do this exercise. You will do it alone and in silence.</p> <p>Everyone ready? Okay, let's correct the exercise. <i>*correct exercise together*</i></p>	<p>Cards (see attachment)</p> <p>coursebook → online</p> <p>coursebook → online</p>
<p>14:05 – 14:20</p>	<p><u>Exercise 4.7 Alysha's house:</u></p> <ol style="list-style-type: none"> a. Look at the three floor plans. Fill in the names of the different rooms. 	<p><u>Teacher:</u> On the next pages you can find the important vocabulary again. Now, let's go to exercise 4.7. Do I have a volunteer to read exercise a? Heb ik een vrijwilliger die opdracht a even wilt voorlezen? <i>*pupil reads exercise a*</i></p>	<p>coursebook → online</p>

<p>14:20 – 14:25</p>	<p>b. Listen to the conversation about Alysha's new house and tick off the right house.</p> <p><u>Exercise 4.6 Ads:</u> Write the names of the rooms in these ads in full.</p>	<p>Ok, good. Everything clear? I give you a few minutes to complete this exercise. <i>*pupils do the exercise*</i> Everyone ready? Let's do a quick round (each pupil names a room).</p> <p>Teacher: Now, we are going to listen to a short fragment. Alysha is going to describe her new house. It is up to you to tick off the right house from the three floor plans. <i>*pupils listen to fragment*</i> Which house is Alysha's house?</p> <p>Teacher: In these ads look kind of strange. Deze advertenties zien er een beetje raar uit. What do they say? It is up to you to write these ads in full.</p>	<p>coursebook → online</p>
<p>END OF THE LESSON</p>			
<p>14:25 – 14:30</p>	<p>Game '<u>say what you have in your room</u>': Repeat all the words and each time add a new item.</p> <p>e.g. In my room I have a chair. In my room I have a chair and a radio. In my room I have a chair and a radio and a poster. In my room I have a chair, a –er –poster. WRONG! The right word is radio!</p>	<p>To end this lesson, we are going to play a little game. Om de les te eindigen, gaan we een spelletje spelen. It is called 'say what you have in your room'. It is the same as the game 'ik ga op reis en ik neem mee'. Does anyone know that game? <i>*pupils raise their hands*</i> Good. Someone is going to start with 'in my room I have a poster' for example. Then someone else is going to repeat all the words and add a new item. Any questions? <i>*pupils play the game*</i></p>	

7. Blackboard:

	<p>I am mainly going to use the online version of the coursebook. There is a whiteboard underneath, so I can write 'on' the projected coursebook.</p>	
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Attachment 1: Paula's dreamhouse

Paula Griffin is looking for a house near Minster School.

REA = Real Estate Agent

PG = Paula Griffin

REA: Barnes Real Estate Agency.

PG: Good morning.

This is Paula Griffin.

I'm looking for a place to rent in the York area.

REA: Are you looking for a house or a flat?

PG: I want a two bedroom house and a garden is a real must.

REA: Mrs Griffin, I think I have the perfect place for you: a modern bungalow in a quiet neighbourhood, just outside the city centre. We can show you around any time.

PG: Wonderful! I can come right away.

REA: I'll wait for you at 24 Haxby Road at 10 o'clock. Bye!

An hour later...

REA: Hello Mrs Griffin. Welcome to the house of your dreams!

PG: First show me the inside.

REA: Of course. Follow me through the hall into the living room.

It has four big windows and a cosy fireplace.

PG: Lots of space for all my furniture.

REA: There's more to see...

And now the kitchen. It's not brand new, but it has everything you need: a cooker, a fridge, a sink and a dishwasher.

PG: Oh and a lovely view of the garden!

The terrace must be great in the summer.

REA: Yes, it can be quite sunny.

PG: This is all very interesting, but what about the bedrooms?

REA: This way, please.

Have a look in the bathroom first.

PG: Oh, there is no shower.

REA: Yes, but there is a double wash-basin, a large bath and a toilet.

PG: Now the bedrooms please.

REA: Room enough for a double bed and a wardrobe.

PG: My first impression is positive, but what about the rent?

REA: Let's discuss the business details at the office.



dishwasher



fridge/
refrigerator



bath



shower



stove



sink



toilet



wash-basin



wardrobe



bed