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Lesvoorbereiding

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Datum stage: 27/02/2018	Uur: 3 ^{de} lesuur (10:05–10:55)
School: GO! Geel	
Klassengroep: 3 STEM/WET	Aantal lln.: 22
Lokaal: L211	Vak: Engels
Mentor: Nick Aerts	Docent: Werner Stijnen

Lesonderwerp

Unit 3: River Deep, Mountain High – 3: The Bare Necessities

➤ Past simple versus past continuous

Bronnen

Arnold, J., Decoster, K., Moeyaert, L., Morseau, J., & Peeters, M. (z.j.). Spark 2. Kalmthout, België: Pelckmans.

Beginsituatie

3 STEM/WET has 23 pupils, 22 of them in class, one of them has homeschooling, most of them are good or fairly good at English.

Some pupils have difficulties with English because of dyslexia. No special precautions are needed because the pupils have 'STICORDI-maatregelen' (more time during tests, oral explanation of questions and exercises,...) which they refer to themselves when they need them.

A class with 22 pupils is fairly big, so it could get quite noisy. Clear boundaries could help keep the class under control.

3 STEM/WET has English in L211. The classroom has a projector, a computer and a blackboard.

During the lessons a mixture of English and Dutch is used. Some pupils have some difficulties with English and a Dutch explanation of the exercises or words could really help some pupils.

The pupils know:

- The present simple
- The present continuous
- Past simple
- Past continuous

Vakoverschrijdende eindtermen

AIMS

Primary/Main Aim: The pupils can correctly use the past simple and past continuous.
Secondary Aim(s): /

Vormingsdoelen

Language formation:	- The pupils can correctly express themselves when talking about the past.
Personality formation:	- /
Formation World View:	- /
Learning strategies:	- /

Leerplan & Concrete lesdoelen

CURRICULUM

Curriculum consulted (Complete name & reference number)	ASO – 2e graad – Basisvorming 1 AV Engels (1e leerjaar: 3 lestijden/week, 2e leerjaar: 3 lestijden/week) 2012/003 (vervangt 2002/004)
Primary/Main Goal(s):	Vorming en gebruik van de belangrijkste tijden van de werkwoorden voor de communicatie in de tegenwoordige, de verleden en de toekomstige tijd (N) Past simple and past continuous: 'I didn't go on holiday last year.' 'He was just crossing the street when the accident happened.'
Secondary Goals (s):	/

SHORT-RANGE OBJECTIVES

Order of activities with brief description	Short-range objective
Introduction: I'll introduce the topic by showing two pictures, the pupils have to look for the link between the pictures which is Jungle Book, afterwards I'll show the trailer. Most of the exercises are based of Jungle Book so I thought it would be a nice and motivating introduction to the lesson.	The pupils can explain the link between the two pictures in English.
Exercise 12: The pupils have to name the given Jungle Book characters.	The pupils learn the animal names from the characters in <i>The Jungle Book</i> .
Exercise 13: The pupils learn how to use the past simple and past continuous in the same sentence.	The pupils learn the difference between the past simple and the past continuous. They can correctly use them in the same sentence.
Game: The pupils make exercises on past simple vs past continuous whilst playing a game.	The pupils can make exercises using both the past simple and past continuous.

Werkpunten

- The biggest problem of my previous internship was my enthusiasm. I wasn't enthusiastic enough which could result in a boring lesson. I'll try and be more lively and enthusiastic during these upcoming lessons. It's important that I don't overdo it because it will feel kind of fake, which isn't good either.

- Another problem is keeping control over the class. I'm someone who doesn't mind some whispering or chatting during the exercises, but this could get out of hand fairly quickly. It's important that I put up some clear boundaries.

Leerinhoud (+ timing)	Methode	Materiaal
Introduction		
<p>Introduction + name tags: I'll introduce the topic by showing two pictures, the pupils have to look for the link between the pictures which is Jungle Book, afterwards I'll show the trailer. Most of the exercises are based of Jungle Book so I thought it would be a nice and motivating introduction to the lesson. (10 min.)</p>	<p>I'll introduce myself and ask them to put up some name tags.</p> <p>I want the introduction to be motivating, because the main topic, past simple versus past continuous, could be quite boring and rather demotivating to use as an introduction.</p>	<p>Name tags Powerpoint presentation</p>
Development		
<p>Remember!: The orange box has a very important remark. Words that sound the same could be spelled different and have a different meaning.</p> <p>Exercise 12: The pupils have to name the given Jungle book characters. (5 min.)</p> <p>A: The pupils have to identify the main animal characters of <i>The Jungle book</i></p> <p>B: The pupils have to tell who the main character of <i>The Jungle Book</i> is and choose the meaning which first the story best.</p> <p>Exercise 13: The pupils discover the difference between the past simple and the past continuous. Afterwards</p>	<p>The rule in the grid is an important remark, so I'll start with it before doing the exercises.</p> <p>We'll do this exercise out loud.</p> <p>I'll also tell them the Dutch word of the animal names. For example: Snake is 'slang' in Dutch</p> <p>This exercise will also be done out loud.</p>	<p>Workbook p. 120</p> <p>Workbook p. 120 - 121</p> <p>Workbook p. 120</p> <p>Workbook p. 121</p> <p>Workbook p. 121</p>

<p>they will do exercises using the past continuous and past simple at the same time. (20 min.)</p> <p>I will shortly repeat the form of the past simple and the past continuous.</p> <ul style="list-style-type: none"> ➤ Past simple: Subject + verb + ed (irregular verb) ➤ Past continuous: Subject + was/were + ing-form <p>A: The pupils have to mark the two verb forms (past simple/past continuous) in the title of the exercise.</p> <p>While the cat was sleeping, the rat went to Emperor Jade's party.</p> <p>Past continuous Past simple</p> <p>B: The pupils have to write the tenses on a time line.</p>	<p>I'll put stress on:</p> <ul style="list-style-type: none"> • Both actions took place in the past • The difference between the two tenses → past continuous: happening in the past past simple: shorter action and completely over <p>Again I'll put stress on the difference between the two tenses.</p>	<p>Workbook p. 121</p> <p>Workbook p. 121</p>
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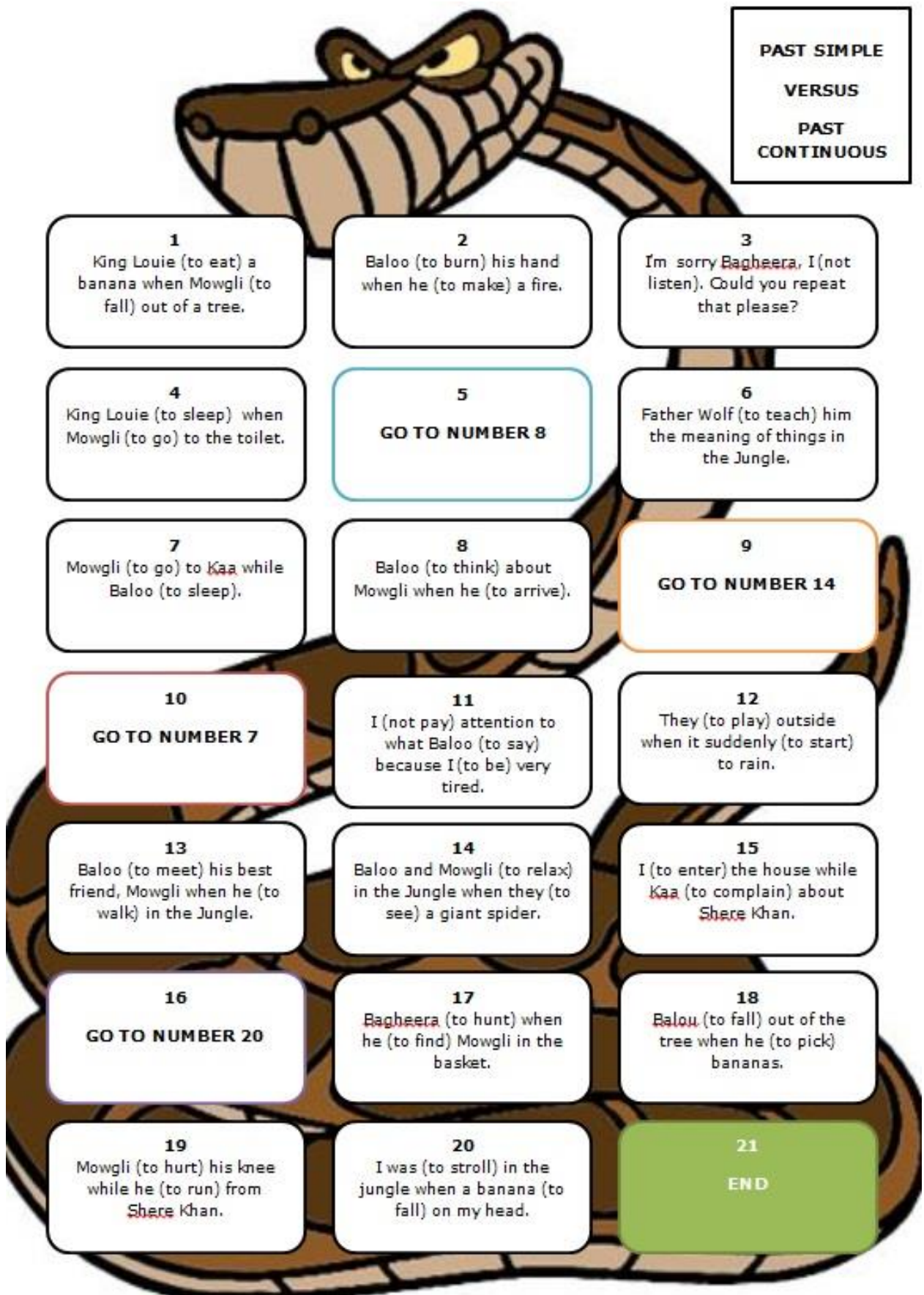
<p>C: The pupils have to write the actions from the example into the correct part of the grid.</p>	<p>This will be done out loud.</p>	<p>Workbook p. 122</p>
<p>D: The pupils learn that 'when' and/or 'while' are used to join the two actions.</p>	<p>This exercise will be done out loud. I'll use the Dutch translation to make it more clear:</p> <ul style="list-style-type: none"> • When = toen • While = terwijl/tijdens dat 	<p>Workbook p. 122</p>
<p>E: The pupils have to read about Mowgli's lessons and fill in the verbs in the correct form.</p>	<p>I'll do the first two sentences out loud, the rest is individual.</p>	<p>Workbook p. 122</p>
<p>Game: The pupils make exercises on past simple vs past continuous whilst playing a game. (Remainder of the lesson)</p>	<p>The pupils will be divided into two groups of five and two groups of six. They play a 'Game of the Goose' (ganzenbord) type of game. They will roll a dice and proceed with their 'pawn' to the rolled number. They get an exercise involving the past continuous and past simple, they have to write the answer down. If they solve it they get to throw again. If they fail, they have to give the dice to the next player. The other pupils can correct it with the given correction key.</p>	<p>Hand-outs</p>
	<p>I'll walk around the class to supervise the exercise.</p>	

Bordplan

- Past simple: Subject + verb + ed (irregular verb)
- Past continuous: Subject + was/were + ing-form

Bijlagen

Game board

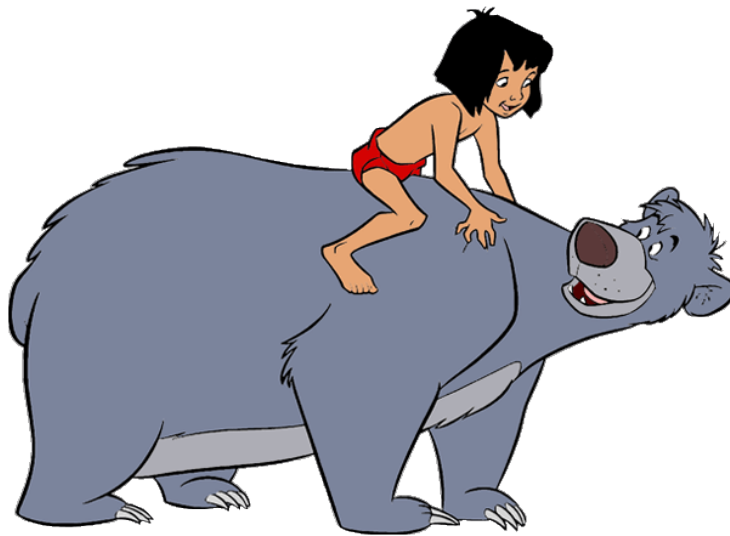


**PAST SIMPLE
VERSUS
PAST
CONTINUOUS**

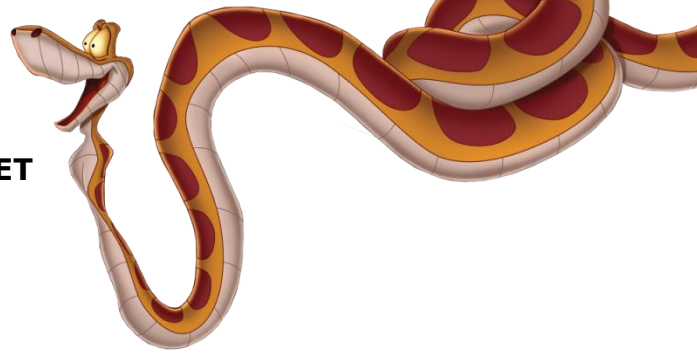
1 King Louie (to eat) a banana when Mowgli (to fall) out of a tree.	2 Baloo (to burn) his hand when he (to make) a fire.	3 I'm sorry <u>Bagheera</u> , I (not listen). Could you repeat that please?
4 King Louie (to sleep) when Mowgli (to go) to the toilet.	5 GO TO NUMBER 8	6 Father Wolf (to teach) him the meaning of things in the Jungle.
7 Mowgli (to go) to <u>Kaa</u> while Baloo (to sleep).	8 Baloo (to think) about Mowgli when he (to arrive).	9 GO TO NUMBER 14
10 GO TO NUMBER 7	11 I (not pay) attention to what Baloo (to say) because I (to be) very tired.	12 They (to play) outside when it suddenly (to start) to rain.
13 Baloo (to meet) his best friend, Mowgli when he (to walk) in the Jungle.	14 Baloo and Mowgli (to relax) in the Jungle when they (to see) a giant spider.	15 I (to enter) the house while <u>Kaa</u> (to complain) about <u>Shere Khan</u> .
16 GO TO NUMBER 20	17 <u>Bagheera</u> (to hunt) when he (to find) Mowgli in the basket.	18 <u>Baloo</u> (to fall) out of the tree when he (to pick) bananas.
19 Mowgli (to hurt) his knee while he (to run) from <u>Shere Khan</u> .	20 I was (to stroll) in the jungle when a banana (to fall) on my head.	21 END

Instructions

- Take turns to roll the dice and move your pieces.
- You have to try and complete the sentences using the PAST SIMPLE and/or the PAST CONTINUOUS by writing the sentence on the answer sheet.
- When you have written an answer, one of your group members will correct it with the correction key.
 - If you're **CORRECT**, you can roll the dice again.
 - If you're **WRONG**, you have to go to your previous position and the next person can roll the dice.
 - For example: You were on number 3 and you threw a 2. You had to solve number 5, but you were wrong, so you have to go back to number 3.
- The first person to reach the end is the winner.



ANSWER SHEET



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

CORRECTION KEY

1. King Louie **was eating** a banana when Mowgli **fell** out of a tree.
2. Baloo **burned** his hand when he **was making** a fire.
3. I'm sorry Bagheera, I **wasn't/was not listening**. Could you repeat that please?
4. King Louie **was sleeping** when Mowgli **went** to the toilet.
6. Father Wolf **taught** him the meaning of things in the Jungle.
7. Mowgli **went** to Kaa while Baloo **was sleeping**.
8. Baloo **was thinking** about Mowgli when he **arrived**.
11. I **wasn't/was not paying** attention to what Baloo **was** saying because I **was** very tired.
12. Mowgli **learned** a lot from Father Wolf.
13. Baloo **met** his best friend, Mowgli when **was walking** in the Jungle.
14. Baloo and Mowgli **were relaxing** in the Jungle when they **saw** a giant spider.
15. I **entered** the house while Kaa **was complaining** about Shere Khan.
17. Bagheera **was hunting** when he **found** Mowgli in the basket.
18. Baloo **fell** out of the tree when he **was picking** bananas.
19. Mowgli **hurt** his knee while he **was running** from Shere Khan.
20. I **was strolling** in the Jungle when a banana **fell** on my head

