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Lesvoorbereiding

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Stage-oefenles
 Proefles
 Observatie

Datum stage: 16/11/2017

Uur: 1ste lesuur (8:25 – 9:15)

School: SILA Westerlo (bovenschool)

Klassengroep: 3WTa

Aantal lln.: 17

Lokaal: 1C101

Vak: Engels

Mentor: Els Bartholomeus

Docent: Werner Stijnen

Lesonderwerp

Unit 4 – A blast from the past

Bronnen

Delbaere Johan, Rycke Carlo, De Jans Lysbeth, Morseau Jessica Opsomer Lise, Van Hoefs Ann, Berings Harald, Termote Tom, Gaskell Phil (2017). ACE 2. Kalmthout, België: Pelckmans.

Beginsituatie

- De kinderen hebben een goed niveau van Engels
- De kinderen hebben de present simple, present continuous en past simple al gezien.
- 3WTa telt 17 leerlingen
- Lokalen C101 en E001 beschikken beide over een beamer, een computer en een witbord.

Vakoverschrijdende eindtermen

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AIMS

Primary/Main Aim: The pupils can correctly use vocabulary related to shapes and materials to introduce a self-invented product.

Secondary Aim(s): /

Vormingsdoelen

Language formation:	- The pupils can talk about shapes and materials.
Personality formation:	- The pupils can think about a creative, crazy invention.
Formation World View:	- /
Learning strategies:	- /

Leerplan & Concrete lesdoelen

CURRICULUM

Curriculum consulted (Complete name & reference number)	ENGELS TWEEDE GRAAD ASO LEERPLAN SECUNDAIR ONDERWIJS VVKSO – BRUSSEL D/2012/7841/006 vervangt leerplan D/2002/0279/005 met ingang van september 2012
Primary/Main Goal(s):	Sp 5: een presentatie geven aan de hand van een format20 (ET 22).
Secondary Goals (s):	/

SHORT-RANGE OBJECTIVES

Order of activities with brief description	Short-range objective
Exercise 18: The pupils have to watch a short clip about a girl named Elif, the banana girl.	The pupils can watch a clip and answer a simple question about it.
Exercise 19: The pupils watch the same clip and have to take notes while watching, to answer some questions.	The pupils can watch the clip and answer questions about it at the same time.
Exercise 20: The pupils have to complete a text by filling in materials.	The pupils can correctly complete a text with given words.
Exercise 21: The pupils have to link the shapes to the words.	The pupils can correctly name shapes by name.
Exercise 22: The pupils have to identify shapes and materials on some pictures.	The pupils can correctly use the vocabulary related to shapes and materials.

Werkpunten

- I'm going to focus on my pronunciation of words, I think that it could be a lot better at times and this is the perfect opportunity to learn.
- I should walk around when the pupils are doing exercises, but it's important that I actively watch and listen to them when they're doing them, this way I can listen to any mistakes and help them if I see or hear that they have difficulty with an exercise.

Leerinhoud (+ timing)	Methode	Materiaal
2-3 min. Introduction	<p style="text-align: center;">Introduction</p> <p>T: Good morning everyone. Could you please put up your name tags or make a new one if you already lost it again.</p> <p>In the previous lesson we talked about the past continuous. Today we're starting with a new topic called: 'Meet the banana girl'</p> <p>What a weird name, the banana girl? What could the 'banana girl' be about? Why is she called the 'banana girl'?</p> <p>P: Own answers</p> <p>T: We'll find it out after watching the clip.</p>	Name tags
3 min Exercise 18: The pupils watch a short clip about a girl called Elif, 'the banana girl'. The pupils have to answer a simple questions about the clip.	<p style="text-align: center;">Development</p> <p>T: You can open your workbook on page 129. I'll show you the clip about 'the banana girl'.</p> <p>After watching the clip you have to answer the question: Why did Elif eat so many bananas?</p> <p>Pupils watch the clip</p> <p>T: So, why did Elif eat so many bananas?</p> <p>P: To make bioplastic with the peels.</p> <p>T: Very good, she eats a lot of bananas so she can use the peels to make bioplastic which is better for the environment.</p>	Workbook page 128

<p>2-3 min. Exercise 19: The pupils have to watch the same clip and answer questions about it while watching it.</p> <p>5 min. Correcting exercise 19</p>	<p>Now I'm going to show you the same clip once again and you have to try and answer the questions from exercise 19. You can take notes while you're watching the clip. But first read the questions.</p> <p>Pupils watch the clip and answer the questions.</p> <p>T: So, who is the clip about?</p> <p>P: Elif Bilgin</p> <p>T: And how old is she?</p> <p>P: 16 years old</p> <p>T: Very good! The clip is about Elif Bilgin and she is 16 years old. And where does she live?</p> <p>P: She lives in Istanbul, Turkey</p> <p>T: Very good! She lives in Istanbul, Turkey. And why is she so special? What did she invent?</p> <p>P: She invented a bioplastic made of banana peels.</p> <p>T: Indeed! She made bioplastic with banana peels and she is only 16 years old! She seems like a very smart girl.</p> <p>Why was she so motivated to create this new bioplastic?</p> <p>P: Because she lives in a big city, each day she gets confronted with environmental problems.</p> <p>T: That's right! She lives in Istanbul which is a big city.</p> <p>How did she seek out the bananas?</p>	<p>Workbook page 129</p> <p>Digital coursebook Workbook page 129</p>
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<p>5 min. Exercise 20: The pupils have to complete a text with given words.</p> <p>2-3 min. Correcting exercise 20</p>	<p>P: The had to be equal-sized, no bruises, same colour.</p> <p>T: Very good! The bananas had to be the same size and colour and they had to have no bruises.</p> <p>And how did she make bioplastic from banana peels, how did she create her invention?</p> <p>P: She used the starch in the banana peels to create a bioplastic. First she dipped the peel in a chemical solution, then boiled and pureed it and finally she baked it in a petri dish.</p> <p>T: Very good! She used the starch in banana peels to create a bioplastic. First she dipped the peel in a chemical solution, then boiled and pureed it and finally she baked it in a petri dish.</p> <p>On the next page you have to take a look at the tree houses and complete the text. You have to use the materials from the list to complete the sentences. You can do this exercise in pairs.</p> <p>Give pupils time to complete the text.</p> <p>T: Read the sentences and fill in the correct word. First one.</p> <p>P: I've always wanted to spend a night in a tree house, I once saw a picture of a tree house in the shape of a sphere but the tree house looked very basic and small. Now I have found a picture of a beautifully decorated tree house! The walls are made of different kinds of wood.</p> <p>T: That's correct! The walls are made of different kinds of wood.</p>	<p>Workbook page 130</p> <p>Digital coursebook Workbook page 130</p>
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Second one.

P: It looks exotic because of the colours and shape. When you take a close look at the roof of the tree house, you can see some **straw**, like in the Three Little Pigs story.

T: Good! You can see some straw, like in the Three Little Pigs story.

Next one.

P: This tree house is amazing: it even has a square window made of **glass** and a curtain of a soft kind of **textile**.

T: That's right! A square window made of glass and a curtain of a soft kind of textile.

Next sentence.

P: I can't see any **metal**, but maybe it was used to support the tree house in some places.

T: Very good! I can't see any metal.

Next one.

P: In Belgium, most houses have boring **brick** walls.

T: Good! In Belgium, most houses have boring brick walls.
Last one.

P: Those houses are much heavier, so they need a strong material at the bottom. People dig rectangles in the ground and pour concrete in them.

T: When it hardens, Belgians can build their houses on top of these slabs. Very good!

Now the next exercise is about shapes. I'm going to show you some images and you have to tell me which shape it has.

<p>5 min. Exercise 21: The pupils have to link the shapes to the words in the workbook.</p>	<p>Don't forget to do exercise 21.</p> <p>First image. Which shape is this?</p> <p>P: It's a sphere.</p> <p>T: Very good! It's a sphere. Next one, which shape does this have?</p> <p>P: It's a cube.</p> <p>T: Right! Which shape is this?</p> <p>P: Cylinder</p> <p>T: Correct! This is a cylinder. The next one.</p> <p>P: A square.</p> <p>T: Very good, it has the shape of a square. Next one.</p> <p>P: It's a rectangle.</p> <p>T: That's right! It's a rectangle. Next one. Which shape does this item have?</p> <p>P: A triangle.</p> <p>T: That's right, it's a triangle. Next one.</p> <p>P: An oval</p> <p>T: An oval, indeed! Last one.</p> <p>P: A circle.</p>	<p>Powerpoint slide 1</p> <p>Powerpoint slide 2</p> <p>Powerpoint slide 3</p> <p>Powerpoint slide 4</p> <p>Powerpoint slide 5</p> <p>Powerpoint slide 6</p> <p>Powerpoint slide 7</p> <p>Powerpoint slide 8</p>
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5 min.
Exercise 22: The pupils have to identify shapes and materials in different pictures.

T: Very good! A circle.
In exercise 22 you can see some crazy inventions and you have to identify all the shapes and materials in the picture.

Can someone read the example out loud, please.

P: The baby's head is a sphere. The floor is made of wooden rectangles.

T: Okay, so now the second one. Which shapes and materials do you see in the second picture.

P: The butter grater is a plastic cylinder. The bread is a square.

T: Very good! The butter grater is a plastic cylinder and the bread is a square.

Next one, the pizza scissor spatula.

P: The pizza is a triangle.

T: Very good, the pizza is a triangle.
Next one, the onion glasses.

P: The onion is a circle. The glasses are plastic.

T: Very good! And the last one, the egg cuber.

P: The egg cuber is a plastic cube.

T: Very good! The egg cuber is a plastic cube.

Remainder of the lesson
The pupils are going to invent their own crazy product, this way they can use the shapes, numbers and

We're not going to do exercise 23, because you guys are going to work in a group of four and you're going to invent a new (crazy) product and afterwards you're going to introduce it to the class by using the questions that are on the hand-

Hand-outs

<p>materials to talk about their product.</p>	<p>out.</p> <p>I'll show you a few other so you can get some inspiration from them.</p> <p>Pupils work on their products and introduce them to the class.</p> <p>T: Those were some very nice inventions! Would you guys buy one of these if they were for sale?</p> <p>P: Own answer</p> <p>T: That was it for today! Thank you for working so well!</p>	<p>Powerpoint about crazy inventions</p>

Bordplan

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