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Lesvoorbereiding Stageles

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Datum stage: 04 mei 2018
School: Sint-Victor Turnhout
Klassengroep: 2D
Lokaal: C14
Mentor: Kim Buyst

Uur: 13u55

Aantal lln.: 24 leerlingen
Vak: Engels
Docent: Werner Stijnen

Lesonderwerp

Do you like watching TV? – simple present: QWQ
Dan always wears a white T-shirt: name items of clothing and colours

Bronnen

De Rycke, C., Gevaert, L., Morseau, J., Swaenepoel, J., Bayley, V., Berings, H., Fricot, V.,
Vanachter, H., van Gool, W. (2016) ACE 1. Plaats: Pelckmans Uitgeverij nv.

Beginsituatie van de leerlingen

2D is a modern sciences class with 24 pupils. The class is a hardworking and nice group, the group cooperates actively during the lessons.

The class works with the workbook ACE 1 made by publisher Pelckmans. In the previous chapter the pupils learned to express likes and dislikes, name hobbies and the use of the present simple in a negative form.

Beginsituatie van jou als leerkracht

The present simple is a tense that I fluently master, finding fun and good exercise for students to keep it interesting is something hard. By looking up exercises & schemes and trying to find a motivating approach I hope to help the pupils in these couple lessons.

Vormingsdoelen

The pupils can and want to help each other in the learning process. (personality formation)
The pupils see the similarities and differences in asking QWQ in English and Dutch. (language formation)
The pupils learn that hobbies aren't the same around the world. (world view)

Leerplan

Curriculum consulted:

ENGELS EERSTE GRAAD

LEERPLAN SECUNDAIR ONDERWIJS

VVKSO – BRUSSEL D/2011/7841/002

September 2011

Primary/Main goal(s):

Gespr1: Deelnemen aan een gesprek door:

- Vragen, antwoorden en uitspraken te begrijpen;
- erop te reageren;
- zelf vragen te stellen, antwoorden te geven en uitspraken te doen.
(ET24)

Secondary goal(s):

Le1: bij het lezen van informatieve en narratieve teksten

- relevante informatie selecteren (**ET10**)

Wo1: lexicale elementen (woorden, woordcombinaties en uitdrukkingen) functioneel d.w.z. gepast inzetten om de voor hen relevante productieve taaltaken uit te voeren (**ET35**). De productieve taaltaken staan vermeld onder

3.4.3 (spreken)

3.4.4 (gesprekken voeren)

3.4.5 (schrijven)

Winkelen: mogelijke thema's zijn: naar de winkel, kledij, soorten winkels ...

Concrete lesdoelen:

- The pupils can read a text.
- The pupils can give meaning to words by using the context.
- The pupils can answer QWQ.
- The pupils can analyse a text for specific information.
- The pupils can form QWQ.
- The pupils can find the theme by watching a clip.
- The pupils can judge statements
- The pupils can correctly form sentences (verbs) when it is about clothing only existent in plural form.
- The pupils can name items of clothing.
- The pupils can ask questions.

Uitgeschreven lesplan

Oriëntatiefase	
<p>The teacher tells the students to sit down and make name cards.</p> <p>Exercise 21: Teens around the world The pupils can read a text. The pupils can give meaning to words by using the context.</p> <p>The students read the text and mark words they don't understand. After reading the text the students can ask the meaning of words they don't understand.</p>	<p>Name cards</p> <p>Workbook page 165</p>
Uitvoeringsfase	
<p>Exercise 22: questions about the teens The pupils can answer QWQ. The pupils can analyse a text for specific information.</p> <p>The students try to do exercise 22. The students probably don't know how to answer the questions:</p> <p><i>"I can see that you have some trouble with answering the questions. Let's take a look at it together."</i></p> <p>The teacher helps the students with the first answers, as soon as the students know how to form the answers they can try by themselves (out loud and in group).</p> <p>Exercise 23: grammar box The pupils can form QWQ. The pupils can answer QWQ.</p> <p>The students fill in the missing words of the grammar box. The teacher shows the students what the difference is between inversion (yes/no) questions and QWQ.</p> <p><i>"When you only want yes or no as an answer, you ask an inversion question. Can someone give an example?"</i></p> <p><i>"When you want to know more than just yes or no, so question words (when, what, who, why, where and how) you ask an QWQ."</i></p> <p>The teacher writes two sentences on the blackboard:</p> <ol style="list-style-type: none"> 1. Do you play the guitar? 2. How often do you play the guitar? <p>Teacher: <i>"Which question is an inversion question, and which one is a QWQ."</i></p> <p>Exercise 24: make questions The pupils can form QWQ.</p> <p>The teacher explains the exercise, the students can do the exercise in pairs.</p>	<p>Workbook page 166</p> <p>Workbook page 166</p> <p>Blackboard</p> <p>Workbook page 167</p>

<p>Correction: Each pair reads a question and an answer out loud; the teacher also shows the answers using <i>bordboek</i>.</p> <p>Let's practice 4: make questions The pupils can form QWQ.</p> <p>The teacher explains the exercise, the students do the exercise individually.</p> <p>The teacher divides the class in two groups, the first group starts with 1 and works down, the second groups starts with 10 and works up.</p> <p>Correction: The students read the questions they formed out loud; the teacher also shows the answers using <i>bordboek</i>.</p> <p>Exercise 1: clip The pupils can find the theme by watching a clip.</p> <p>The students watch the clip. Teacher: "Why does Chloe think that her boyfriend needs a makeover?"</p> <p>Students: She thinks that his style is too comfy and simple. She says that Dan is letting things go (no haircuts, baggy clothes).</p> <p>Exercise 2: true or false The pupils can judge statements.</p> <p>The teacher reads the statements out loud, the students do the exercise individually.</p> <p>Correction: The students read their answers out loud; the teacher also shows the answers using <i>bordboek</i>.</p> <p>Did you notice? The pupils can correctly form sentences (verbs) when it is about clothing only existent in plural form.</p> <p>The teacher quickly looks at the items of clothing that only exist in plural.</p> <p>Exercise 5: wardrobe The pupils can name items of clothing.</p> <p>The teacher explains the exercise, the students do the exercise individually.</p> <p>Correction: The students read the matches they made out loud; the teacher also shows the answers using <i>bordboek</i>.</p> <p>When there is a lot of time left: The students can do exercise 5 – memory in pairs. → The teacher hands the cards (item of clothing & vocabulary) and explains the game. Each time the students find a match they fill in their workbook.</p>	<p>Workbook page 175</p> <p>Workbook page 188</p> <p>Workbook page 188</p> <p>Workbook page 189</p> <p>Workbook page 189</p>
Afrondingsfase	

<p>Exercise 6: guess the person</p> <p>The pupils can ask questions.</p> <p>The teacher explains the exercise and gives an example. The students do the exercise until the end of the lesson, switching roles and choosing multiple characters.</p>	<p>Workbook page 190</p>
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