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|  | **Lesson preparation - TP 3.2**  **English - lesson 32 - Digitaal** |
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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | information about the teacher trainee | | | | | | | *name* | | Axel Geerts | | | | | *subjects* | | ENG - TEC | | | | |  | |  | | | | | information about the school | | | | | | | *mentor* | | Nadia Wagemans | | | | | *school* | | OLV Pulhof Berchem | | | | | *address* | | Grotesteenweg 489, 2600 Antwerpen | | | | |  | |  | | | | | information about the class group | | | | | | | *year* | | 2 | | | | | *level/type* | | 1st stage A | | | | | *class* | | 2LTA | | | | | *number of Ps lln.* | | 22 | | | | |  | |  | | | | | date and location | | | | | | | *date* | | 2022-02-25 | | | | | *time* | | 09:10-10:00 | | | | | *location* | | DO14 | | | | |  | |  | | | | | evaluation of the lesson preparation | | | | | | | poor | insufficient | | sufficient | good | excellent | | *signature of mentor or lecturer* | | | | | | | |  |  | | --- | --- | | lesson data | | | *lesson subject* | Unit 7: The past simple of “to be” (+, - & ?) and exploring the formation of the present simple. | | *main objective* | The pupils show their mastery of the plural and learn to form the past simple of “to be” positive, negative and question form. | | *initial didactic situation* | **material:** Beamer, blackboard, workbook, handout, Online book & various apps.  **pupil-related:** [Fun class, attentive and quite strong] P.C: Eetstoornis (net teruggekeerd, wel sterk in Engels, Op eerste zicht geen achterstand)  P.C & P.J: tweeling, heel moeilijk te onderscheiden.  Weaker at English: P.C & P.J, Ounssa  Rest of the class is quite strong, they are eager to learn and do as they’re asked.  **content-related:**   * Names * Meeting and greeting someone * Age * Giving and asking for information about people * Personal pronouns as subject and object * To be / negative / question form * Introduction * Describing a classroom vocabulary * Definite indefinite article * Singular plural nouns (neg and questions * vowels / consonants * Classroom english * Spelling and some abbreviations * School subjects voc * Routines, hobbies & likes vocabulary * Present simple & Present continuous * Household chores * Emotions * Adjectives * Modal auxiliaries * Giving advice & formal letter. * The plural | | *curriculum target* | educational network / umbrella organisation: KathOndVla curriculum code: BRUSSEL D/2019/13.758/004  ENGa1: De leerlingen beleven plezier aan en zijn gemotiveerd voor taal via cultuur, luisteren, lezen, spreken, schrijven, interactie en inzicht in het taalsysteem.  ENGa3: De leerlingen halen relevante informatie uit geschreven en gesproken teksten met deze kenmerken.  ENGa5: De leerlingen nemen actief deel aan mondelinge en schriftelijke interactie.  ENGa8: De leerlingen verwoorden hun gedachten en gevoelens bij het lezen en beluisteren van literaire teksten met deze kenmerken | | *textbook and/or necessary teaching materials* | Clercq, E. D. (2019). *Welcome to the right track.* Wommelgem: VAN IN. | | *sources consulted* | Spetebroot, A., & Willekens, S. (2017). Connect 1 leerkrachtenwerkboek (2de editie). Geraadpleegd van <https://so.scoodle.be/Home/LandingPage/Index?folioProductId=85966a14-d50b-46ab-b87e-a9bd00ecd229> | |

| lesson content | lesson development | organisation / media / time |
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| |  | | --- | | *Time: “3-8 minutes depending on distance and pupils that are held up* |   *I go get the pupils at their designated spot at the garden. (If after 10:20 break or 12:50 break)*  *I open 2 windows and/or the door to make sure there’s enough circulation We make our way to our class, I start the computer and get lesson materials ready.*  *Pupils take down chairs from the desks (if 8:20 or unused classroom before)  Pupils take out their materials and wait in front of their desk until I tell them to get seated.* | | |
| ***INTRODUCTION PHASE*** | | |
| *Pupils enter the zoom session on time*  *Pupils quietly listen to the instructions* | | |
| <https://www.bookwidgets.com/play/TzQmUDKy-iQAFv-LuggAAA/NDANHNT/bzl-l32?teacher_id=6752276784873472> | Good morning everyone! Are you all here? Can you all hear me?  Okay, today we’ll be doing another online class. I’ll be giving you a short introduction before I’ll let you go off on your own. I’ll be here if there’s any questions you have to ask. Remember the BBBB structure! First you think about it yourself, then you look it up in your book or on the web, next you ask one of your peers and if you’re still stuck with a lot of questions after that you can contact me. I’ll be in this call for the next hour and a half. | |  |  | | --- | --- | | Time | 3” | | Media | Introduction & Instructions | |
| ***PRESENTATION PHASE-PRACTICE PHASE-PRODUCTION PHASE*** | | |
| *The pupils analyse how the past simple of “to be” in formed (-, + & ?)*  *The pupils give the rules for the past simple of “to be”*  *The pupils use the recently learnt form of “to be” in the past simple to fill in the gaps in the following exercises.*  *The pupils use the vocabulary and past simple of to be to describe the 2 characters seen in the clip.*  *The pupils describe the characters personalities and their motivation.*  *The pupils summarise the rules for the past simple: to be & regular verbs.*  *The pupils list some of the irregular verbs in the past simple.* | | |
| How to talk about the past   * Past simple of “to be” * Past simple regular forms * First contact with irregulars of the past simple | You’ll find that today’s learning path is quite big. I want to try and get the most out of you all since I know you’re all very good at English when you try!  You’ll find that I provided extra video’s for every single one of the assignments, for those of you that are more confident, try to do the exercises without these videos, but don’t feel bad for consulting them! | **Method: BZL**  **Time: 47”**  **Media: Bookwidget, video’s, various kinds of exercises including speaking and writing exercises** |

*\*When teaching large chunks of lesson content, like a new tense (GR) or a variety of new words (VOC) or a mix between grammar and vocabulary, allow the presentation phase and practice phase to interact. (add extra rows with titles)*

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| visual support |
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