



Thomas More Kempen  
Lerarenopleiding campus Vorselaar  
Bachelor in het onderwijs: secundair onderwijs  
Lepelstraat 2, 2290 Vorselaar  
Tel: +32 (0)14 50 81 60

## Lesvoorbereiding

Student: <b>Pauline De Kerf</b>	<input type="checkbox"/> Stage-oefenles
<b>2 Baso A</b> tel. <b>04/79663967</b>	<input type="checkbox"/> Proefles
E-mail: r0619238@student.thomasmore.be	<input type="checkbox"/> Observatie

Datum stage: 25/04/2017

Uur: 8:25 – 9:15

School: Sint-Jozefinstituut

Klassengroep: 3ECO

Aantal lln.: 20

Lokaal: I220

Vak: Engels

Mentor: Mevr. Gyzels

Docent: Dhr. Stijnen

## Lesonderwerp

Species at war: Future conditional

## Bronnen

- Onderwijs, V.V. (2012, september). *Leerplan Engels tweede graad ASO*. Geraadpleegd op april 10, 2017 via <http://ond.vvkso-ict.com/leerplannen/doc/Engels-2012-006.pdf>
- Tennant, A. (2012). *Choices: pre-intermediate Teacher's book*. Edinburgh, England: Pearson.
- Kay, S., Jones, V. (2012). *Choices: pre-intermediate workbook*. Edinburgh, England: Pearson.

## Vakoverschrijdende eindtermen

### AIMS

Primary/Main Aim:
Pupils can communicate (see board game) about the future by using the future conditional.
Secondary Aim(s):
Pupils are able to use the future conditional in several exercises (speaking, fill-in, matching, making a sentence).

## Vormingsdoelen

Language formation:	Pupils are able to form a future conditional. They are able to use it in multiple activities.
Personality formation:	Pupils can talk about predictions, superstitions and future plans.
Formation World View:	Pupils should know that a lot of animals get eliminated because of human interference. Hopefully they see that we have to do something against it.
Learning strategies:	<ul style="list-style-type: none"> <li>- Visual approach for certain difficult words.</li> <li>- Example sentences and definitions of difficult words.</li> <li>- Board game.</li> </ul>

## Leerplan & Concrete lesdoelen

### CURRICULUM

Curriculum consulted (Complete name & reference number)	VVKSO – BRUSSEL D/2012/7841/006
Primary/Main Goal(s):	<p><b>Sp 8:</b> De leerlingen kunnen bij het uitvoeren van spreektaken hun <b>functionele taalkennis</b> inzetten en uitbreiden (<i>ET 39</i>).</p> <p>De functionele taalkennis heeft betrekking op:</p> <ul style="list-style-type: none"> <li>– de vorm, de betekenis en het gebruik van woorden en grammaticale structuren;</li> <li>– de uitspraak.</li> </ul> <p><b>Sp 10*:</b> De leerlingen tonen bereidheid en durf om te spreken in het Engels (<i>ET 42*</i>)<sup>1</sup>, d.w.z. dat ze moeite doen om de doeltaal en compensatiestrategieën te gebruiken;</p> <p><b>Sp 11*:</b> De leerlingen streven naar taalverzorging (<i>ET 43*</i>), d.w.z. dat ze bereid zijn aandacht te besteden aan het gebruik van de standaardtaal en zorg te besteden aan hun uitspraak;</p>
Secondary Goals (s):	<p><b>Le 3:</b> De gedachtegang volgen (<i>ET 11</i>).</p> <p><b>Le 4:</b> Met een gerichte leesopdracht relevante informatie selecteren (<i>ET 12</i>).</p> <p><b>Le 9:</b></p>

<sup>1</sup> Een (\*) wijst op een attitude. Je probeert deze attitude zo goed mogelijk te realiseren bij je leerlingen.

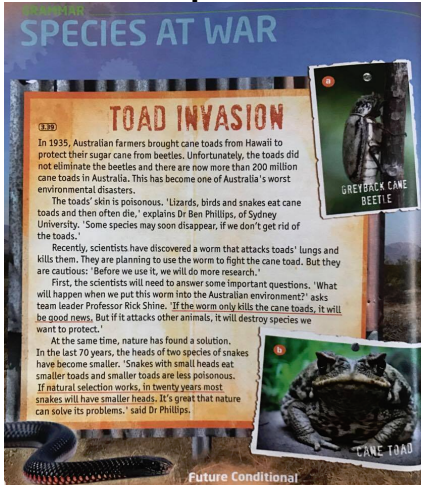
	<p>De leerlingen kunnen bij het lezen en het uitvoeren van leestaken hun <b>functionele taalkennis</b> inzetten en uitbreiden (ET 39). De functionele taalkennis heeft betrekking op:</p> <ul style="list-style-type: none"> <li>- de vorm, de betekenis en het gebruik van woorden en grammaticale structuren; de spelling.</li> </ul> <p><b>Gram:</b> De leerlingen kunnen hun grammaticale kennis gebruiken voor het uitvoeren van communicatieve taken: luisteren, lezen, spreken, gesprekken voeren en schrijven (ET 39, 40, 43).</p>
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#### SHORT-RANGE OBJECTIVES

Order of activities with brief description	Short-range objective
Exercise 4 TB	Pupils are able to complete the rule about the future conditional.
Exercise 5 TB	Pupils are able to say what the future conditional is used for.
Exercise 6 TB	Pupils can complete the conditional sentences with will and the correct form of the verbs in brackets.
Exercise 7 TB	Pupils can make sentences with the future conditional, using cues.
Exercise 9 TB	Pupils can complete sentences with 'when' or 'before' and the words in brackets.
Exercise 1 WB	Pupils can complete the conditional sentences with will and the correct form of the verbs in brackets.
Exercise 2 WB	Pupils are able to match sentence beginnings with the sentence endings. They make conditional sentences of them.
Exercise 3 WB	Pupils are able to complete the text with the correct form of the verbs in brackets.
Exercise 4 WB	Pupils are able to rewrite sentences with the same meaning, using the future conditional.
Board game	Pupils can complete sentences by using the future conditional.

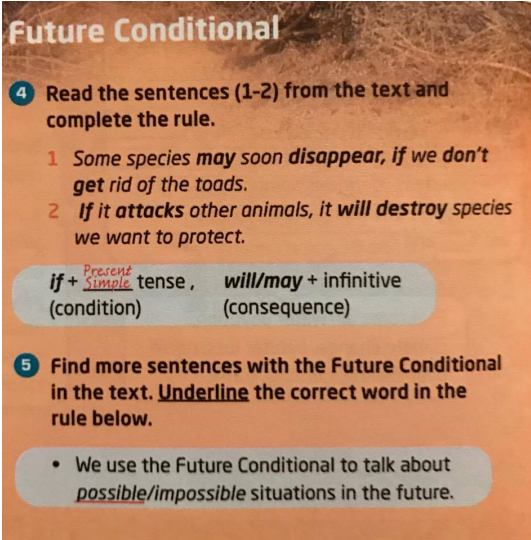
#### Werkpunten

- *I have to keep track of time, so there will be enough time at the end of the lesson to play the board game.*
- *I have to mind the pronunciation of 'species'.*

Leerinhoud (+ timing)	Methode	Materiaal
<p><b>Oriëntatie (12min.)</b></p> <p><b>Opening questions</b></p> <ul style="list-style-type: none"> <li>- Who has gone on a vacation during the Easter break?</li> <li>- Where did you travel to?</li> <li>- Who likes to travel? Who would like to travel more often?</li> <li>- Has anyone of you ever travelled to Australia?</li> <li>- If not, would you like to go to that country one day?</li> <li>- Will you visit nature reserves and go on a safari, if you are in Australia?</li> </ul> <p><b>Text about species at war</b></p> 	<p><b>T:</b> Good morning all! Did you have a nice Easter break?</p> <p><b>P:</b> Pupils answer the question.</p> <p><i>Teacher asks the questions that are visible in the left column.</i></p> <p><b>T:</b> I'll go watch the kangaroos if I am in Australia. That is probably because I am quite an animal lover.</p> <p><b>T:</b> Unfortunately, there are also some animals that are at war in Australia. Some animals disappear, because they get eaten by other animals, some because other animals took away their habitat (natural environment) and some because of human interference. It is rather sad, don't you think?</p> <p><b>T:</b> Did you guys understand what I said? (If pupils did not understand what the teacher has said, she will explain it in Dutch.)</p> <p><b>T:</b> Today we are going to read a small text about some animals in Australia that disappear because of one of these reasons. Therefore, you can open your student's books on page 62.</p> <p><b>T:</b> But first things first: what does it mean 'species at war'.</p> <p><b>P:</b> It means that some animals start killing each other and it is dangerous for (jeopardise/endanger) one of the creatures.</p> <p><b>T:</b> Indeed, that's right! Now you can start reading the text about a toad invasion in Australia. While reading, you can check whether there are some difficulties.</p> <p><b>P:</b> Pupils read the text in silence.</p>	<ul style="list-style-type: none"> <li>- Book</li> <li>- Blackboard</li> <li>- PPT</li> </ul>



<p><b><u>Cane toad</u></b>: A toad is a creature which is similar to a frog, but which has a drier skin and spends less time in water. A cane toad is a special one that was introduced into many countries to control insects of sugar-cane plantations.</p> <p><b><u>Sugar cane</u></b>: Sugar cane is a tall tropical plant. It is grown for the sugar that can be obtained from its thick stems.</p> <p><b><u>Beetles</u></b>: A beetle is an insect with a hard covering to its body.</p> <p><b><u>To eliminate</u></b>: To eliminate something, especially something you do not want or need, means to remove it completely. (To remove / to get rid of)</p> <p><b><u>Environmental disasters</u></b>: An environmental disaster is a disaster to the natural environment due to human activity.</p> <p><b><u>Poisonous</u></b>: Something that is poisonous will kill you or make you ill if you swallow or absorb it. (<u>Example</u>: A large cloud of poisonous gas killed a lot of people.)</p> <p><b><u>Lizard</u></b>: A lizard is a reptile with short legs and a long tail.</p> <p><b><u>Cautious</u></b>: Someone who is cautious acts very carefully in order</p>	<p><b>T:</b> Were there any problems concerning any difficult words? Were there words, verbs or sentences that you did not understand?</p> <p><b>T:</b> Teacher makes sure that her pupils understand the difficult words that are visible in the left column.</p>	
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<p>to avoid possible danger. (Example: He is a very cautious man.)</p> <p><b>Destroy:</b> To destroy something means to cause so much damage to it that it is completely ruined or does not exist anymore. (Example: No one was injured in the explosion, but the building was completely destroyed.)</p>		
<p><b>Verwerving (10min.)</b></p>  <p><b>Other examples in the text</b></p> <ul style="list-style-type: none"> <li>- If the worm only kills the cane toads, it will be good news.</li> </ul>	<p><b>T:</b> Who could give me a short summary of what you have just read? What is the text about toad invasion about?</p> <p><b>P:</b> Australian farmers brought these cane toads to their country to protect their sugar cane from beetles. But they did not kill these beetles and now, there are too many toads in Australia. They also kill other animals, like lizards and snakes. They eat the toads, but because they are very poisonous, they get killed by them.</p> <p><b>T:</b> Indeed, who can go on?</p> <p><b>P:</b> They have to get rid of these toads, because otherwise a lot of other animals will start to disappear. But luckily, they found a solution to eliminate these toads. There is a kind of worm that would attack a toads' lungs and eventually kill them.</p> <p><b>T:</b> Very good! So if I understand it well, some species may soon disappear if we don't get rid of these toads? (<u>TEACHER WRITES THIS ON THE BLACKBOARD</u>)</p> <p><b>P:</b> Yes indeed!</p> <p><b>T:</b> But we have to be careful with the worms we want to use against these toads, right? Because if they attack other animals, they will destroy species we want to protect. (<u>TEACHER WRITES THIS ON THE BLACKBOARD</u>)</p> <p><b>T:</b> So do you think they should use these worms?</p>	<ul style="list-style-type: none"> <li>- Book</li> <li>- Blackboard</li> </ul>

<p>- If natural selection works, in twenty years most snakes will have smaller heads.</p>	<p><b>P:</b> Students will answer this question with yes or no.</p> <p><b>T:</b> As you could have heard and as you can see on the blackboard, I've written down two sentences that were used in this text. Could you give me the two verbs that are being used in these sentences?</p> <p><b>P:</b> May disappear – don't get rid of. Attacks – will destroy</p> <p><b>T:</b> Very good! (Teacher underlines these verbs.)</p> <p><b>T:</b> Teacher asks of each verb what tense it is.</p> <p><b>P:</b> Pupils give answers to this question. (Will/may and present simple)</p> <p><b>T:</b> Good job! This is what we call a future conditional, the first conditional. So after the 'if', the condition, comes a present simple tense. Then, as a consequence, we use a future tense, namely will or may.</p> <p><b>T:</b> You can see half of this rule on page 62, in exercise 4. It would come in handy if you write it down on an extra sheet of paper, so you would have the complete rule.</p> <p><b>P:</b> Pupils write the rule down on an extra sheet of paper.</p> <p><b>T:</b> To check whether you have understand the rule, I want you to find more sentences with the future conditional in the text. Write them down on that extra sheet of paper if you have find some.</p> <p><b>P:</b> Pupils do the exercise.</p> <p><b>T:</b> Who can give me some examples?</p> <p><b>P:</b> Pupils read their examples out loud.</p> <p><b>T:</b> Now you have got a couple of examples, you should be able to answer my following question: 'Do we use the future conditional to talk about possible or impossible situations in the future?</p> <p><b>P:</b> We use it to talk about possible situations in the future.</p> <p><b>T:</b> That's right, very good!</p>	
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<p><b>Before and when</b></p> <ul style="list-style-type: none"> <li>- He will call you before he goes out tonight.</li> <li>- I'll come inside when it gets dark.</li> </ul>	<p><b>T:</b> There is one more thing I want to say before you get started. Instead of 'if', you could also use before or when. So for example: He will call you before he goes out tonight. OR: I'll come inside when it gets dark.</p>	
<p><b>Verwerking (18min.)</b></p> <p><b>Exercises</b></p> <p><b>6 Complete the conditional sentences with <i>will</i> and the correct forms of the verbs in brackets.</b></p> <ol style="list-style-type: none"> <li>1 Cane toads <i>will eliminate</i> (eliminate) a lot of species if their number <i>doesn't go</i> (not go) down.</li> <li>2 Great white sharks _____ (disappear) if over-fishing _____ (continue).</li> <li>3 Sit still! The cat _____ (not come) to you if you _____ (not be) very quiet.</li> <li>4 Animals in the Arctic _____ (be) in danger if the climate _____ (get) hotter.</li> <li>5 You have to clean the aquarium. The fish _____ (get) ill if you _____ (not do) it regularly.</li> </ol> <p>→ <b>LANGUAGE CHOICE 40</b></p> <p><b>7 Use the cues to make sentences with the Future Conditional.</b></p> <ol style="list-style-type: none"> <li>1 Australian animals - not adapt → the cane toad - become the most common species in Australia <i>If Australian animals don't adapt, the cane toad will become the most common species in Australia.</i></li> <li>2 we - use clean energy → we - save the planet</li> <li>3 the climate - hotter → some birds - stop moving to colder regions in summer</li> <li>4 farmers - use more chemicals → many insects - die</li> <li>5 people - not stop killing whales → they - disappear</li> </ol>	<p><b>T:</b> Now it's time to practise a little bit, so you get the hang of it. We are going to do it a little different than previous times. Now I will give you a plan, as you can see on the television screen. You are going to use this plan to complete a couple of exercises. Is that clear for everyone?</p> <p><b>T:</b> Don't forget to ask the answer key, otherwise you won't be able to do the exercises according to this plan.</p> <p><b>P:</b> Pupils do the exercises.</p> <p><b>T:</b> Teacher walks around to answer questions and to check whether they are really working.</p>	<ul style="list-style-type: none"> <li>- Workbook</li> <li>- Blackboard</li> <li>- Differentiated plan</li> <li>- Answer key</li> <li>- PPT</li> </ul>

- 8 Look at the Sentence Builder with *before* and *when*. Do the verbs in **bold** talk about the present or the future?

**Sentence Builder** Time clauses

**Before** we **use** it, we will do more research.

We will do more research **before** we **use** it.

**When** we **find** a solution, we'll tell people.

We will tell people **when** we **find** a solution.

- 9 Complete the sentences with *when* or *before* and the words in brackets.

- 1 Scientists won't use the worm before they are certain that it is safe. (they - certain that it is safe)
- 2 The zoo will buy an elephant ... . (they - have enough money)
- 3 Scientists will test the new drug on animals ... . (they - give it to people)
- 4 ... we will warn the neighbours. (we cut down the tree)
- 5 Ecologists will inform the media ... . (they - see any injured whales)

1 \* Complete the conditional sentences with *will* and the correct form of the verbs in brackets.

- 1 If it rains (rain) tomorrow, we won't go (not go) to the zoo.
- 2 If it is (be) a nice day, I 'll have (have) lunch in the park.
- 3 If you go (go) camping in the summer, I will go (go) with you.
- 4 He 'll miss (miss) the bus if he doesn't leave (not leave) now.
- 5 If I see (see) John, I 'll tell (tell) him you called.
- 6 We 'll be (be) late if we don't hurry (not hurry).
- 7 If it doesn't rain (not rain) tomorrow, we 'll go (go) to the beach.
- 8 We 'll be (be) early if we leave (leave) now.

2 \*\* Match the sentence beginnings (1-6) with the sentence endings (a-f). Write conditional sentences.

**Six ways to help save the Planet**

- 1 turn off your TV or computer at night,
  - 2 print on both sides,
  - 3 spend less time in the shower,
  - 4 buy local food,
  - 5 stop drinking bottled water,
  - 6 walk or cycle more,
- a waste less water  
b reduce plastic pollution  
c save electricity.  
d reduce traffic pollution (and get fitter)!  
e use much less paper  
f reduce unnecessary food transportation

- 1 c If you turn off your TV or computer at night you'll save electricity.
- 2 d
- 3 a
- 4 f
- 5 b
- 6 d

Complete the text with the correct form of the verbs in brackets.

Life on Earth is experiencing huge change because of the success of one species – humans. In the last 500 years 844 species have died out. Some scientists believe that in the next few years we <sup>1</sup> will lose (lose) another 16,000 species if we <sup>2</sup> don't change (not change) our behaviour.

Habitat loss – If we <sup>3</sup> don't stop (not stop) destroying the rain forest, many species <sup>4</sup> will lose (lose) their natural habitat and disappear.

Hunting – Rare species <sup>5</sup> will become (become) extinct if illegal hunting <sup>6</sup> continues (continue).

Over-fishing – Many common fish including tuna and salmon <sup>7</sup> won't survive (not survive) if we <sup>8</sup> don't control (not control) fishing.

Pollution – This is the biggest problem and leads to climate change. If the world <sup>9</sup> continues (continue) to get hotter, the ice will melt and sea levels will rise.

If we <sup>10</sup> don't act (not act) now, our success may mean disaster for future generations.

### Sentence Builder Time Clauses

4 \*\*\* Rewrite the sentences with the same meaning as the one above.

1 I'll get home and then I'll text you. (when)

I'll text you when I get home.

2 It may snow next month and we'll go skiing. (if)

If it snows, we'll go skiing.

3 I'll have a shower and then I'll go to school. (before)

I'll have a shower before I go to school.

4 He'll be eighteen and then he'll have driving lessons. (when)

When he's 18, he'll have driving lessons.

5 She'll read her book and then she'll go to sleep. (before)

She'll read her book before she goes to sleep.

Gram

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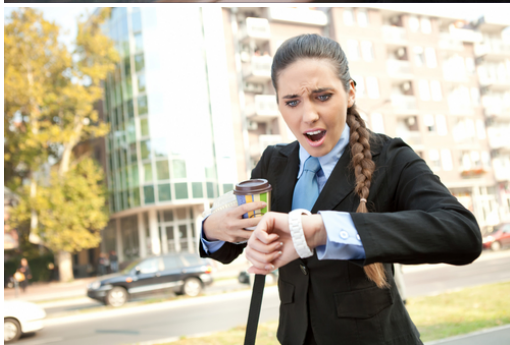
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### Speaking exercise



### Speaking exercise:

*Say something more about these pictures, using the future conditional:*

1. If it rains, he will stay at home.
2. If she is late tonight, her mum will be angry.
3. If you eat too much chocolate, you will get fat.
4. If you walk under a ladder, you will have bad luck.





### Afronding (10min.)

#### Board game

- Roll the dice.
- Go to the right box.
- Complete the sentence of that box.

**T:** Don't you think it's time to do something fun right now?  
Because I think you've work really hard today!

**P:** Yes!

**T:** Okay very good! Let's play a game! I will divide the class group in 4 and give each group a board game, pawns and a dice.

**T:** The game is quite easy. You just have to roll the dice, go to the right box and finish the sentence that is in that box.

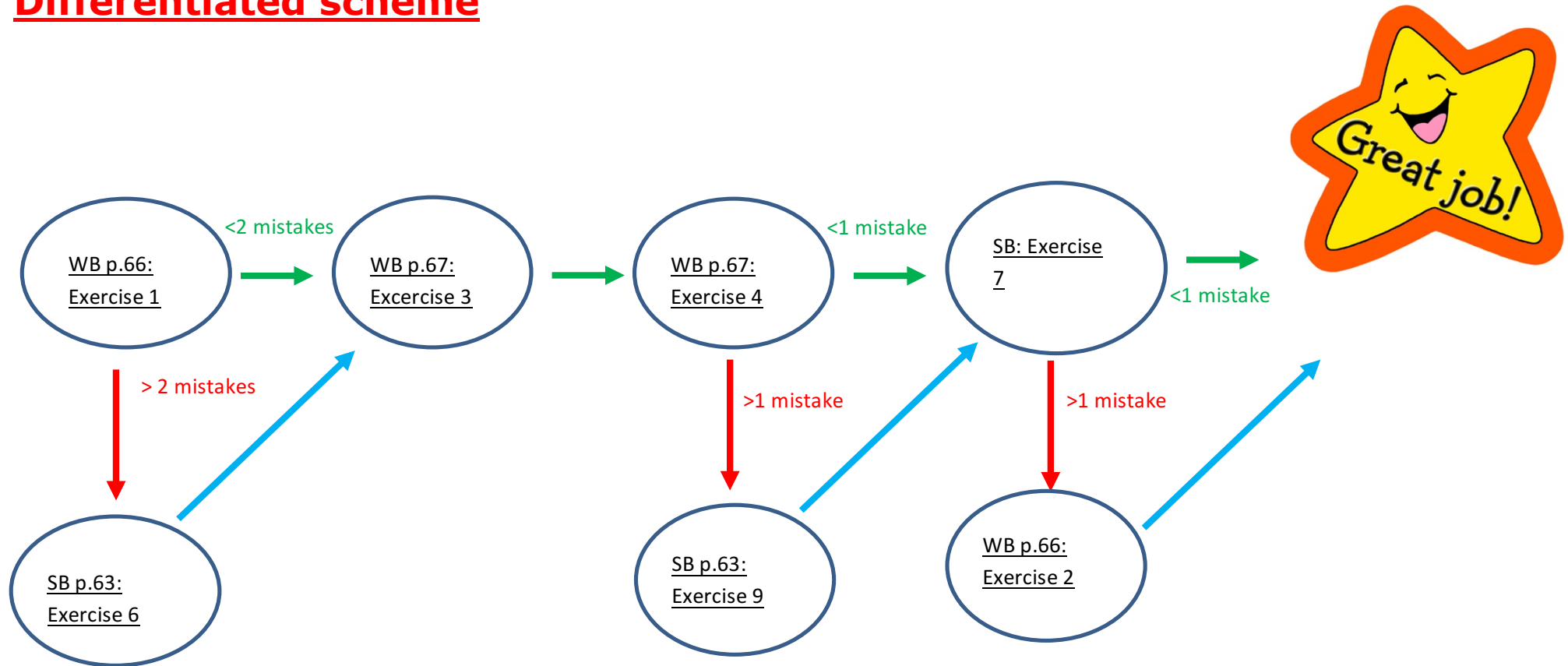
**T:** Okay, let's team up and play the game! Good luck!

**P:** Pupils play the game.

**T:** Take your diaries and write down that you'll have a test on future conditional tomorrow.

- Board game
- Pawns
- Dices

## Differentiated scheme



## Bordplan

I have to write things down on the blackboard before the lesson starts.

<u>Species at war</u> Cane toad  Sugar cane  Beetles  To eliminate  Environmental disasters  Poisonous  Lizard  Cautious  Destroy	Some species may soon disappear, if we don't get rid of these toads.          If they attack other animals, they will destroy species we want to protect.
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