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Lesson preparation: First version

Student: Ellen Bosmans tel.	X	Stage: Practice Lesson Trial Lesson				
E-mail:		Observation				
Date: School:	Hour:					
Class:	Number of students:	11				
Room:	Subject:					
Mentor:	Subject teacher:	Werner Stijnen				
Topic (received on 27/10/2017)						
New Contact 3						
Unit 4						
Sources						
Curriculum						
ENGELS TWEEDE GRAAD ASO LEERPLAN SECUNDAIR ONDERWIJS VVKSO - BRUSSEL D/2012/7841/006 September 2012						
Other sources						
Claeys, G., & Passchyn, R. (sd). New Contact 3. Mechelen: Plantyn.						
Opening situation						
Information about the pupils						
Information about the textbook/workbo	<u>ok</u>					
Information about the classroom						

Objectives

Formation objectives

Language formation: The pupils learn new vocabulary about breakfast foods, so

that they can use it when they want to talk about food and

ingredients.

Personality formation: The pupils learn to think about the importance of breakfast

and which products they like.

Formation world view: The pupils learn to appreciate food in other cultures, namely

English breakfast.

Learning strategies: The pupils learn the new vocabulary by matching them with

pictures (~ visualisation).

Curriculum

Primary goal(s): o WO2: lexicale elementen functioneel d.w.z. gepast

inzetten om de voor hen relevante productieve taaltaken

uit te voeren.

o IC3: doen kennis op over Engelstalige landen en regio's en

over aspecten van het dagelijks leven.

Secondary goal(s): o Sp5: een waardering kort toelichten.

o IC2: kunne verschillen en gelijkenissen onderscheiden in

leefwijze tussen de eigen cultuur en de cultuur van een

streek waar de doeltaal gesproken wordt.

o IC6: staan open voor verschillen en gelijkenissen in

leefwijze tussen de eigen cultuur en de cultuur van een

streek waar de doeltaal gesproken wordt.

Vakoverschrijdend: o De leerlingen maken gezonde keuzes in hun dagelijkse

voeding.

Personal points of attention

Primary aim of the lesson

The pupils can use vocabulary about food to talk about their breakfast habits and what they like to eat.

Objectives		Time management		Organisation of the lesson		
Short range objectives (secondary aims)	Curriculum	Phase of the lesson	Timing	Description of the activity (methodology)	Content	Materials
The pupils can name products they use when they have breakfast.	Sp5	Initial stage	10 min.	Tasting game The teacher brought a couple of products (jam, chocolate spread, orange juice and honey) the pupils have to taste. They have to guess which product it is. Questions: Which products do you think about when you think about breakfast? Which products do you like? You can rate the posts in the padlet.	/	o Products
The pupils can name products they use when they have breakfast.	Sp5	Presentation	5 min.	Padlet The pupils have to think about products they associate with breakfast and they have to put the English names in the padlet. Questions: Which products do you think about when you think about breakfast? Which products do you like? You can rate the posts in the padlet.	Link to the paddlet: https://padlet.com/ellenbosmans/1 z7dmqnonnvv QR code:	o Computer o Projector o Padlet o QR code o Link

The pupils can match breakfast foods with pictures. The pupils can translate vocabulary about breakfast products.	Wo2	Practice	10 min.	 4.1 A continental breakfast Questions: Do you know what that means, 'a continental breakfast'? If you look at the pictures, do you recognize the products? The first two products are discussed in group. Then, the pupils do the exercise in pairs. The pupils take the correction in turns. Questions: Are there any products you don't know? Are there things you don't like? Do you know how other people, with other nationalities have breakfast? Can you think of an example? 	A continental breakfast = a normal breakfast, no special products Ex. 4.1 Translation Translation Special products Sp	o Computer o Projector o Digital workbook
The pupils can match breakfast foods with pictures. The pupils can translate vocabulary about breakfast products.	IC3 Wo2 IC2 IC6	Practice	9 min.	 4.2 An English breakfast The pupils do the exercise in pairs. The pupils take the correction in turns. Questions: Are there any products you don't know? Are there things you don't like? Do you like the English breakfast? 	Ex. 4.2 1 bacon spek 5 fried eggs spiegelei 2 poached egg gepocheerd ei 3 sausages worsten 8 white beans witte bonen 10 slices of potato schijfjes aardappel 7 mushrooms champignons	o Computer o Projector o Digital workbook

The pupils can match vocabulary about food to form well-known expressions/food combinations.	Wo2	Practice	8 min.	4.3 Matching food and drinks Questions: • What are 'peas'? The pupils do the exercise in pairs. The pupils take the correction in turns.	Find the missing food or drink to form well butter carrots chips lemon marmalade bread and butter salt and pepper fish and chips bacon and eggs peas and carrots apples and pears	11 fish vis 12 toast toast 4 kidneys niertjes 9 mutton chops schaapskotelet -known English pairs. cream drink pears pepper wine beer and wine food and drink melon with ham coffee with cream toast with marmalade tea with lemon	o Computer o Projector o Digital workbook
The pupils can categorise breakfast foods.	Wo2	Sponge activi	ty	 4.4 Three of a kind The pupils do the exercise in pairs. The pupils take the correction in turns. Questions: Can you find a theme for each box? 	The words in these boxes are related. For e other two from the list below. 1	ach set, select an extra word that matches the sole of the sole of the sole of the scrambled orange	o Computer o Projector o Digital workbook
The pupils can use the new vocabulary about breakfast foods to explain what they like to eat during breakfast.	Wo2 Sp5	Production	8 min.	 My special breakfast What would your special breakfast look like on the menu of a coffee bar/ breakfast bar? Which products would be on the menu? (at least 6) Write everything down on a piece of paper, then discuss it with your neighbour. Discussion in class 	/		o /