

## Speaking exercise 'The imperative form'

*Lesson example provided by Els Van Hecke (PHTI, currently Richtpunt campus Gent Henleykaai)*

*Functional multilingual learning in secondary education*

Source:

[https://stad.gent/sites/default/files/page/documents/Lesvoorbeeld\\_Spreekoefening\\_gebiedende%20wijs.pdf](https://stad.gent/sites/default/files/page/documents/Lesvoorbeeld_Spreekoefening_gebiedende%20wijs.pdf)

Onderwijscentrum Gent – Ghent Education Centre

### 1. Objectives

- a. Increasing pupil involvement.
- b. Deepening the grammatical concept of 'commanding mode'.

> Curriculum objectives Dutch:

- listening

- × 1 The pupils can extract information from informative and activating text types.
- × 2 The pupils can follow, understand and summarise announcements and conversations about familiar and related topics.
- × 3 Students can choose a listening strategy under guidance.
- × 4 Learners develop listening and viewing readiness.
- × 5 Learners are prepared to reflect on listening.

- speaking

- × 1 Learners can narrate a personal experience and describe a simple situation in front of peers.
- × 2 Learners can interact with peers and communicate on topics related to current events, their daily lives and areas of study.
- × 3 Learners can in class situations:
  - 3.1 obtain and provide necessary information,
  - 3.2 induce their interlocutor(s) to act.

4 Students can choose a speaking strategy under guidance.

× 5 When speaking, pupils pay attention to

5.1 speaking conventions,

5.2 pronunciation.

6 Learners are prepared to reflect on speaking.

2. Duration: 2 class hours

3. Target group: 3 BSO

4. Class arrangement: (language homogeneous) groups

5. Methods:

a. Pre-assignment:

× Find a recipe in your home language. Ask your parents to help you with this. Bring the recipe (and possibly the prepared dish) to class.

b. Explain the lesson topic (the imperative) in Dutch.

c. The recipes the pupils have brought in their home language are discussed in language homogeneous groups. Students look at how the imperative in the recipes is applied in their home language, and translate it into Dutch.

d. The pupils explain the recipes in Dutch. If necessary, they can taste the dishes they brought along.

6. Material

- Recipes in their own language

- Examples in Dutch

7. Effects / evaluation

- Increase of pupil involvement (connection with their home language and culture).

- Deepening of the grammatical concept of 'commanding mode' (comparison of languages, group discussion).

8. Tips/experiences

- Do not assume that all pupils can read and write in their home language. Therefore, provide the necessary support (additional explanations possibly with regard to other pupils, use of visual material, etc.).