

# **Lesson of Dutch for the workshop: “Training the Trainers to Conduct Adult Literacy Effective Courses, Using Modern Education Theories and Technologies”**

## **Bucharest, August 17th -24th**

**Participant:** Carlos Farfán Cruz

**Topic:** The greetings in Dutch language

**Time:** 5’ – 11’

**Initial situation:** 14 adults, 12 of them mastering well English. Flipchart, computer, beamer, screen. Classroom in U with possibilities to move in the middle but not behind de participants.

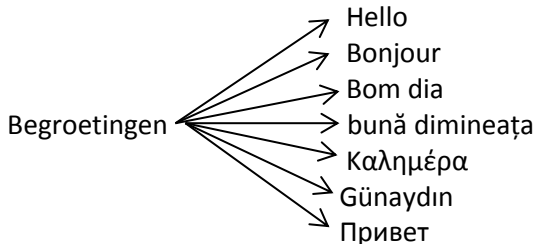

**Needed material:** 2 flipcharts, 3 permanent markers of different colors.


### **Objectives:**


- Knowledge: At the end of the lesson the learners must be able to:
  - know the greeting in Dutch for the morning;
  - know the greeting in Dutch for the afternoon;
  - know the greeting in Dutch for the evening;
  - know the difference between the phonemes: /i/ and /ie/ ;
  - know the ways of pronunciation of some vowels and consonants of the Dutch language (oe; l; g; v).
  
- Skills: At the end of the lessons the learners should be able to:
  - recognize the Dutch greetings for the morning, afternoon and evening;
  - use the greetings in right way;
  - pronounce the new words in an appropriate way;
  - pronounce the new sounds in an appropriate way.
  
- Attitudes: At the end of the lesson the learners should be able to:
  - understand the necessary respect to listen to each other;
  - understand the necessity of communicating and interacting in the group;
  - help each other during the exercises.

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Time	Contents	Methods/ Techniques	Material
1'	Explanation of the objectives of the lesson: Begroetingen (greetings)	<p>Presentation of the topic The teacher explains the topic of the lesson by introducing the Dutch word: <i>Begroetingen</i> The teacher uses as reference the greetings in other languages that the participants know or may know. He may make a scheme on the board using those words:</p>  <p>Once the learners know the topic of the lesson then the teacher goes to the second step</p>	-voice of the teacher -flipchart -marker
3'	Goede morgen (good morning)	<p><b>Demonstration</b> The teacher depicts on the flipchart the following:</p>  <p>The teacher demonstrates the use of the expression 'Goede morgen' using it with some of the participants.</p> <p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>-The teacher asks the participants to repeat the phrase as a group.</li> <li>- (If there is time) The teachers divide the group in two (right and left part) and they repeat the phrase as subgroups.</li> <li>- The teacher asks some participants to repeat the phrase individually,</li> </ul>	-voice of the teacher -flipchart -black marker

		<p>taking in consideration who didn't do it well in the previous exercise</p> <p>The teacher writes the expression on the board in black color.</p> <p><b>Exercise in chain:</b> One person starts saying 'Goede morgen' to the person on his right and the one on his right does the same thing but to the person on his own right, and so on till the end of the chain.</p> <p><b>Role play</b> -The participants say to each other 'Goede morgen' in pairs.</p>	
3'	Goede middag (good afternoon)	<p><b>Demonstration</b> The teacher depicture on the flipchart the following:</p> <p>14:00 </p> <p>The teacher demonstrates the use of the expression 'Goede middag' using it with some of the participants.</p> <p><b>Exercise</b> -The teacher asks the participants to repeat the phrase as a group. - (If there is time) The teachers divide the group in two (right and left part) and they repeat the phrase as subgroups. - The teacher asks some participants to repeat the phrase individually, taking in consideration who didn't do it well in the previous exercise</p> <p>The teacher writes the expression on the board in red color.</p> <p><b>Exercise in chain:</b> One person starts saying 'Goede middag' to the person on his left and</p>	<p>-voice of the teacher -flipchart -red marker</p>

		<p>the one on his left does the same thing but to the person on his own left, and so on till the end of the chain.</p> <p><b>Role play</b> -The participants say to each other 'Goede middag' in pairs.</p>	
3'	Goede avond	<p><b>Demonstration</b> The teacher depicture on the flipchart the following:</p> <p>21:00 </p> <p>The teacher demonstrates the use of the expression 'Goede avond' using it with some of the participants.</p> <p><b>Exercise</b> -The teacher asks the participants to repeat the phrase as a group. - (If there is time) The teachers divide the group in two (right and left part) and they repeat the phrase as subgroups. - The teacher asks some participants to repeat the phrase individually, taking in consideration who didn't do it well in the previous exercise</p> <p>The teacher writes the expression on the board in blue color.</p> <p><b>Exercise in chain:</b> One person starts saying 'Goede avond' to the person on his right and the one on his right does the same thing but to the person on his own right, and so on till the end of the chain.</p> <p><b>Role play</b> -The participants say to each other 'Goede avond' in pairs.</p>	<p>-voice of the teacher -flipchart -blue marker</p>

1'	Test	<p>The teacher tests if all the students learned the new expressions by means of an exercise.</p> <p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>-The teacher asks one participant to select another one and use one of the learned expressions, the second one must be able to answer in the correct way.</li> <li>-The teacher points out another participant and this one does the same.</li> <li>-The exercise is repeated several times.</li> </ul>	
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