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| **Topic:** His Story using “as if” |

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| Instructor:  Jenny CHO | Level:  Upper Intermediate | Students:  12 | Length:  35 minutes |

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| Materials:   * 4 sets of large size paper for students to make presentations, tapes. * 12 copies of “sentence matching worksheet using as if / as though in a sentence. * 4 sets pictures sets for group work. * 1 copy of example of “as if and “as though” through illustration. |

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| Aims/Objectives:     * Students will know the form of “as if” and “as though” grammar rule from teacher’s explanation and substitution drills. * Ss will practice speaking ability by making their own stories using “as if/ as though” sentence and present their group story. |

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| Assumptions:   * Ss are already familiar with. “If” and I wish I were” subjunctive sentences from their previous lesson. |

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| Anticipated Errors and Solutions:   * “As if " and “as though” grammar rule is somewhat similar in its usage of “I” and “I wish I were”. Therefore, a teacher needs to take a simple and easy approach using drilling practice. |

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| **References:**   * Illustrations cuts from Google. |

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| **Lead-In** | | |
| Materials: 1 pages of pictures with “I wish I were….. | | |
| Time | Set Up | Procedure |
| 3 | Whole class | T:  Greeting: Hello, Everyone!  Eliciting: I am going to show you a picture. Asking students the following questions:  What is she thinking?  Is she a princess?  Yes. Correct. She is not a princess. Still, she wants to be a princess.  If she wants to be a princess, what does she do?  Correct!  She acts as she is someone when she is not.  She dances as she is someone when she is not  **Contextualization**  Is this situation, what would you say about her?  She acts \_\_\_\_\_\_\_\_\_ she was a princess.  She dances \_\_\_\_\_\_ she were a princess.  She talks \_\_\_\_\_\_\_\_ she owned the castle.    Introducing today’s topic:  T: Today, we are going to learn the grammar expression which describes that situation. |

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| **Presentation** | | |
| Materials: presentation materials prepared to explain the grammar rule. | | |
| Time | Set Up | Procedure |
| 5 | Whole class | 1. Recall: What did we just do? 2. Reflect: [Instruction] Like, “If” “I wish I were”, there is another expression which we can use to describe **unreal** and **improbable** situation. Can you guess of any other expression? 3. Conclude: Yes. We will study “as if” and “as though” subjective in today’s lesson.  * Meaning: Teacher directly explains **As if + Verb (Unreal / Subjunctive)**  1. **Definition:** Describe an [**unreal**](http://www.grammaring.com/glossary/3/letteru)or **improbable** (not likely to happen) situation. 2. **Tense: (1) past subjunctive and (2) past perfect subjunctive**  * Form: Directly explain past subjunctive and past subjunctive using the following example.  1. **Past Subjunctive: an unreal situation in the present.**   He talks **as if** he **knew** everything about it   * + In fact, he **doesn’t know** anything about it.  1. **Past Subjunctive: an unreal situation in the past.**   He talks **as if** he **had known** everything about it.   * + In fact, he **didn’t know** anything about it   CCQ:  When do we use “as if”?  Which verb form are we using to describe an unreal situation in the present?  Which verb form are we using to describe an unreal situation in the past?     * Drilling:  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | She | Acts | as if | she | were | a princess. | | Dances | was | a princess. | | gives a order | had | a servant . | | Speaks | owned | the castle. | |  |  |  |  |  |  | | She | Acted | as though | she | had been | a princess. | | Danced | had been | a princess. | | gave an order | had had | a servant. | | Spoke | had owned | the castle. | |

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| **Practice** | | |
| Materials: 12 copies of sentence matching work sheets | | |
| Time | Set Up | Procedure |
| 10 | Pairs  Individual | 1. Controlled practice   [Instruction]  I am going to give you a sentence matching worksheet. It has six questions. There are two things to do:  One. Please read sentences and match Column A to Column B which best explains/describes the situation.  Next, In the beginning of class, we did “as if” exercise shown below. [Show the presentation in which the teacher presented in the presentation stage].  *He talks* ***as if*** *he* ***knew*** *everything about it.*  *=> In fact,* ***he doesn’t know anything about it****.*  Please exercise as pairs. Will give you three minutes.  CCQ:  What do you need to do?  What is the time limit?  Instruction: Now, let’s check the answer as pairs. Pair 1: Please read the whole sentences by matching column A with column B and complete column C.  [Continue to this until finish the questions six].   1. Uncontrolled practice   Instruction: As we are more familiar with “as if” now, let’s say one sentence each describing the person right next to you.  [Demonstration]  For example,  Matt presents as if he were a magician.  [Asks Ss make one sentence each] |

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| **Production** | | |
| Materials: 12 copies of Group discussion worksheet | | |
| Time | Set Up | Procedure |
| 15 | Group Discussion | Instruction:  T: Now we are going to make our story using what we have learned “as if” and “as though” expressions.  [Instruction]  Now, look at the screen. What do you see? Yes. You see a very handsome man. What does the title say? “His Story”  Right. We are going to make his story using “as if/as though” words.  Let’s pair in groups of three. Group 1, 2, 3 and 4.  I will give you copies of eight pictures for you to utilize to make the story. What you need to do is use those pictures as many as possible.  You have to use “as if / as though” words a minimum three times in your group’s story. It can be any story which your group want to share.  Once your discussion is done, write down your group’s story on a blank piece paper provided and put pictures on it to make a story. I will give you five minutes for discussion and to complete the story. After that, each group will have two minutes to make the presentation.  CCQ:  How many minutes do you have to prepare your presentation?  What are the minimum requirements for this presentation?  How many minutes do you have to present your team’s story?  Very good. Let’s start.  [Checking students activities]  Instruction: Are you done? One more minute.  [Instruction] Time is up. Let’s share “His Story” from each group.  Group 1: Are you ready to present? Group1: Can you present?  CCQ: How many minutes do you have to present?  [Ask the remaining groups to make their presentation]  Well, every has done a wonderful job! |
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| **Wrap-Up** | | |
| Materials: ppp slide | | |
| Time | Set Up | Procedure |
| 2 | Whole class | Instruction:  Well. Did you have a fun? Hope you enjoyed the lesson.  [Shows the last slides which says **“We study “as if” grammar rule in this TESOL Class as if this were the last lesson.”**  Thank you everyone for your participation. |