Grammar Lesson Plan

Topic : second conditional

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

Green

**Materials:**

* Flash cards
* Fill the blank worksheets(19 copies)
* Romeo and Juliet picture
* White board, board markers, tape

**Aims:**

* **Primary aim**
* The students will understand second conditional’s structure.
* **Secondary aim**
* The students will speak second conditional sentence fluently.
* **Personal aim**
* I want to be louder, more confident and teach as lesson plan.

**Language Skills:**

* Listening: Students will listen to other students and teacher.
* Speaking: Students will talk each other and speak their opinion.
* Writing: Students will write something.
* Reading: Students will read a written worksheet.

**Language Systems:**

* Function: question and answer
* Phonology: speak sentence
* Grammar: use of second conditional
* Discourse: learn about conditional’s structure
* Lexis : None to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (Two students have one table)
* teacher’s style of teaching and the pace of the course
* all students are college graduates (Age 23 and up)

**Anticipated Errors and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content

* Students may not be able to pick up details from the listening

🡪 Chunk the listening (pause-play-pause-play)

* Students may need more time to work on the idioms

🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board

* If time is short

🡪 Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner

* If students finish their tasks earlier than anticipated,

🡪 Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse

**References:**

* *grammar practice activities*
* http://www.englishisapieceofcake.com

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| **Lead-In** | | |
| Materials: **none** | | |
| Time  1 min | Set Up  Whole Class | **Procedure:**  Elicit  “Hello, everyone. Do you want to be rich?  Yeah, I really want to be rich.” |

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| **Presentation** | | |
| Materials : flash cards, board, board marker | | |
| Time  3 min  3 min | Set Up  Whole Class  Whole Class | **Procedure:**  “If I had a million dollars, I would buy a red car.”  Write down this sentence. ‘If I had a million dollars, I would buy \_\_\_\_\_\_\_\_.’  “Jina, can you complete this sentence and read to us?”  Ask 2 more students.  “Can you guess today’s topic?  Yeah, Today’s topic is second conditional.  The verb tense of first clause is past, and the verb tense of second clause is would/could/might and followed by infinitive.”  “Now, I have some flash cards.  Each flash card only has first clause.  You should finish the sentence in your own words.”  Pick one flash card on the teacher’s desk.  “Everyone, read the sentence together.”  Teacher read one more time and pause so that students think their own words.  ……  “Amy, can you complete this sentence?  Good!”  Pick up 3 more flash cards and ask students.  CCQ  “At the second clause, using ‘will’ is right?  Yeah, we can use would/might/could.” |
| **Practice** | | |
| Materials : worksheets | | |
| Time  5 min  3 min | Set Up  individually  Whole class | **Procedure:**  instruction  “Now, I will give you worksheet.  You should fill the blanks.  Work individually.  You will have 4 minutes.”  ICQ  “How many time do you have?  Work alone?”  “Time’s up.  “Mimi, read your completed sentence of question number 1?”  Let 9 more students read the question as same way. |

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| **Production** | | |
| Materials : Romeo and Juliet picture | | |
| Time  5 min  3 min  3 min | Set Up  Whole Class  Whole class  Whole class | Instructions  “I will show you one picture.  They are Romeo and Juliet. They are about to get married, but Romeo has arrived at the wedding looking like this. Make sentences describing what Romeo would have to do to make Juliet happier about his appearance.  For example, If he took off his sunglasses, he would look much better.  You will have a group and 3 minutes.”  ICQ  “Will you work alone?  What would you suppose to do?  His name is?  How many sentences do you make?”  Time’s up.  “Team number 1, present your team’s sentences.”  Let all teams present.  **Conclude lesson**  “Good job. Thank you for your cooperation.”  **SOS activity**  Instructions  “You are going to give the students the first clause of one second conditional sentence.  The first student has to complete that sentence in their own words.  The next student has to take the second clause from that sentence,  and change it into the first clause of another sentence, and complete that sentence.  The next student continues in the same way.” |