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| Grammar Lesson Plan [96WD]Hoyeon Lee (Irene) | | | |
| Title : The second conditional | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Irene | Intermediate & 15 and above | 19 | 50 mins |
| Materials: Power point about the main pictures of “cloudy with a chance of meatballs” and “My boy from the outer space”  Computer, projector, screen | | | |
| Aims: The main idea is to fully understand how to use **the second conditional.**  At the end of the lesson, students will have got used to the second conditional by   1. Making sentences using the form of the second conditional. 2. Answering CCQs. 3. Practicing a substitution table. | | | |
| Language Skills: Listening: teacher’s instruction  Speaking: having a conversation with group members about several given activities  Reading: a substitution table  Writing: making sentences using the second conditional | | | |
| Language Systems: **Grammar: the second conditional**  Phonology: practice /squ~/ sound compared /squash/ with /squeeze/ or /squid/  Lexis: new vocabulary like marvelous, broaden, messy, sanitation, supply  Discourse: discussion to pick up the best ideas with group members  Functions: enquiring opinions each other about what they could do if something unrealistic happened to them | | | |
| Assumptions: | | | |
| Anticipated Errors and Solutions: | | | |
| References: Cloudy with a chance of meatballs written by Judy Barrett, and drawn by Ron Barrett, published by Simon and Schuster, Inc., New York | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: Cloudy with a chance of meatballs | | Aims:To lead students naturally to use the second conditional | Materials:Computer, projector, screen |
| Time | Set Up | Students | Teacher |
| 10 mins | 4 groups | 1.Make an answer using certain forms like below  ; **I wish I had ~.,** **or It would~,**  2.Pick up the best idea and Presentation | 1. Greetings 2. Elicit the situation like the book “cloudy with a chance of meatballs” 3. Turn the Power point and show students. 4. Give students sentences like   **-If food dropped like rain from the sky, what could it be?**  **-What if you didn’t like what fell?**  **- What if too much came?**   1. Get students have a discussion about 4. 2. Help students make answers using the form of the second conditional. 3. Choose a student to present the sentence that her/his group made. |
| Notes: Be sure to engage students while writing down a sentence that a student presents on the board. | | | |

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| Task Preparation | | | |
| Title: My boy from the outer space | | Aims:To get used to use the form of the second conditional | Materials: |
| Time | Set Up | Students | Teacher |
| 10  Mins | 4 groups | 1. Discuss with group members about the given instruction. 2. Make a short story and present it. | 1. Give an instruction  * Make a short story starting with this sentence;   **If I fell in love with an alien from the outer space…**   1. Get students have a discussion about 1 and present the story. 2. Choose a student to write down a sentence of the story that his/her group made, on the board, under the sentence of “Pre Task” |
| Notes: | | | |

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| Task Realization | | | |
| Title: Answering CCQs | | Aims:To make sure the use the second conditionalTo find out the rules | Materials: |
| Time | Set Up | Students | Teacher |
| 20  Mins | 4 groups | 1. Discuss about common features between two sentences. 2. Present what they found out. | 1.Give an instruction   * Find out common characteristics between two sentences on the board  1. Expressions of **wish** or imagination  * CCQ: Can these incidents actually happen in a real life? * Elicit wish or imagination.  1. The past tense is used for desired **present** state  * CCQ: Do they refer to the past time? * Compare with first conditional and show students differences of the meaning.  1. **Would, Could** used   2.Write down the features like above, with students involving.  3.Let students know the term “the second conditional”. |
| Notes: | | | |

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| Post Task | | | |
| Title: Substitution table practice | | Aims:To help students effectively understand the second conditional structure | Materials: |
| Time | Set Up | Students | Teacher |
| 10  Mins | The whole class | 1. Make grammatically correct sentences by reading the substitution table. | 1.Make a substitution table using sentences on the board   1. In the condition clause: two tenses [the past/the present] 2. In the main clause: [will/would]   2.Get students practice following teacher’s indication  3.Make sure if students get understandings about the form of the second conditional  4.Closing |
| Notes: | | | |

Lesson Materials



