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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:** I‘d like to return these! |

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| **Instructor:**  Eun | **Level:**  Intermediate(Adults) | **Students:**  5Students | **Length:**  30 Minutes |

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| Materials:   * Flash cards and white board/marker -pre activity * Pick paper for pair activity–main activity * Work sheet about fill in the blank and write on the bard own opinion–post activity * A4 paper for drawing picture and make sentence -SOS activity |

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| Aims:   * Main aim: Ss will be able to know how to make 2nd conditional sentence and help each other. * Secondary aim: Ss will be able to know how you use 2nd conditional sentence. * Personal aim: I want Ss should use when you want to make 2nd conditional sentences, and you should use these sentences in activity. |

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| Language Skills:   * Reading: Ss will read in work sheet and board about 2nd conditional sentences.. * Listening: Ss will listen to teacher’s saying in activity and role-play * Writing: Ss will make a your own sentences with a partner. * Speaking: Ss speak during role-play, pair work and Ss work together to brainstorm vocab. |

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| Language Systems:   * Phonology: f/p (if) * Lexis: New vocabulary (lottery, lronman, subjunctive past) * Grammar: if I were you ~, I would, should, could , might ~ * Function: asking for partner opinions, make a sentences (how to make and use 2nd conditional sentence) * Discourse: responding the teacher, discuss about activity and share opinions |

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| Assumptions:.   * How the class is set up (2 Ss at each desk) * Ss already know how to make sentence structures about subjunctive past.. |

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| Anticipated Problems and Solutions   * If students don’t know how to make sentence.. * T should give some examples and tips for Ss.. * If students don’t listen how can the worksheet or act role-play * T should give explanation to students in minute detail. |

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| References:  <https://www.google.co.kr/search?q=%EC%95%84%EC%9D%B4%EC%96%B8%EB%A7%A8&biw=1086&bih=931&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjD7tyN5v_NAhXCi5QKHT9WAyIQ_AUIBigB#imgrc=MbCHPrwiSTJCnM%3A>  <https://www.google.co.kr/webhp?hl=ko&sa=X&ved=0ahUKEwiroMvR5__NAhUJk5QKHdzbCmgQPAgD#hl=ko&q=%EC%97%98%EC%82%AC>  → Ss choose cards to make sentences.  <https://www.google.co.kr/search?q=stressful+moments&rlz=1C1CAFB_enKR614KR628&espv=2&biw=1086&bih=931&source=lnms&tbm=isch&sa=X&ved=0ahUKEwizzM_Nlu7NAhXFX5QKHXDfCs0Q_AUIBigB#imgrc=pPSqyZdINmyuGM%3A>  → flash cards  worksheet  <http://kin.naver.com/qna/detail.nhn?d1id=11&dirId=11080302&docId=244703857&qb=6rCA7KCV67KVIOqzvOqxsCDsmIjrrLg=&enc=utf8&section=kin&rank=1&search_sort=0&spq=0>  http://kin.naver.com/qna/detail.nhn?d1id=11&dirId=11080302&docId=57004769&qb=6rCA7KCV67KVIOqzvOqxsCDsmIjrrLg=&enc=utf8&section=kin&rank=6&search\_sort=0&spq=0  → fill in the blank – post activity |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  class | Listening/Answering Teacher’s questions. | “Good morning everyone!”  “How are you today?”  “If you were famous actress, how can you do?” Or  “If you were president, what should you do?”  (wait for student answer)  “Thank you, now let’s start our grammar lesson”. |

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| **Pre-Activity** | | | | | |
| Materials:  Flash cards (appendix1)  White board and marker | | | | | |
| Time | Set Up | | Student Activity | Teacher Talk | |
| 1min  3min  2min | Whole  Class  Individually  In pair | | Listening ,  Guessing  and answering  speaking and listening  Listening and writing | **Elicit**  Show students flash cards (appendix1)  “Look at these cards!.”  “What is it?”  “Yes , right it is a bird”  “I want to be a bird and fly to the sky”  “Can you change the sentence more simply?”  (wait for Ss responses)  “Right, if I were a bird, I could fly to the sky”  “great, guys now I will show another card”  “Oh, what do you think about it?”  (wait for Ss responses)  “Yeah!, it is a sports car!”  “I hope to win lottery, and I want to buy a sports car”  “Can you make one simply sentence for me?”  (wait for Ss responses)  “Great, if I won lottery, I should buy sports car”  “Thank you guys! , these sentences are subjunctives past”  **Instruction**  -Teacher write some word on the board  ”Now, look at the board”  (Jane-party, Jinny-times media, Anabel-club, Christy – Votos)  “Now, guys! You make a subjunctives past sentence by using the words in 2 min”  “You can use verb just go and eat”  (wait for Ss writing)  “Thank you guys! These words funny right?”  “Now, we are going to read a sentence by turn”  **ICQ**  -How long can you work for it?  -Is it enough to fill out?  -What should you use verb all things?  **Checking answers**  “Time’s up.  “Great job everyone! Do you have a question about this activity?  **Instruction**  “Nice guys, now we are going to play game!”  “J teams and anabel and Christy teams”  “Two teams compete to write down 3 unique subjunctives past sentence in 2 min”  “Don’t care whatever you can use verb or subject”  “Just make your own subjunctives past sentences”  “Time’s up guys”  “Now, can you tell me your teams opinion?”  **ICQ**  -How much time do you have?  -How many sentences make each teams?  -Can we use certain verb or subjects?  **Check answers**  “That is awesome “  “Well, everybody great job  **Model**  “Today, we are going to talk about how can we make subjunctives past sentence”  **CCQ**  “When do you use subjunctives past sentence?”  “Have you ever learned subjunctives past sentence in your school days?”  (wait for Ss responses) | |
| **Main Activity** | | | | | |
| Materials:  Ss choose Paper cards for pair activity (appendix2) | | | | | |
| Time | | Set Up | Student Activity | | Teacher Talk |
| 1min  5min  3min  10min  1min | | Whole  Group  In pair  In pair  In pair  Whole group | Listening  Listening and think about how can you make these sentence  Listening and prepare about role play  Role play  Listening, answering | | “Now, we are going to do competition activity!”  **Instruction**  Choose a cards (appendix2)  “I already made cards for you, and j team picks 5 paper cards randomly.”  “Christy and anabel team picks 5 paper cards  (Ss will choose cards randomly)  “Now you choose your cards, and, each team makes subjunctives past sentences”  “I will give 5 min to think about how can you make these sentence”  “Thank you guys and excellent to do it”  **ICQ**  -How much time do you have?  -What should you do?  -Is it enough time to prepare?  “Times up!, now we going to read your teams opinions”  “First is j team! Can you read it?”  “Second is anabel and christy team! Can you read it?”  **Instruction**  “Please choose in paper cards”  “Now, we are going to do role play by using subjunctive past sentence.”  “ In situation 1, person 1 won the lottery 1 biliion dollars, so, person 1,2 make a conversation for role play”  “In situation 2, person 2 has a new handsome boy friend so, person1,2 make a conversation for role play”  “in your team, each other use one or two subjunctive past sentence in role play”  “I will give 3 min to prepare and think about role play”  **ICQ**  -What did you do in activity?  -How much time can you have?  -Are you working with your partner?  “Now, we are going to start role play, situation 1 team is first in 5min to do role play”  “Time’s up team 1, you guys awesome!”  “Situation team 2 do role play in 5 min”  “Are you ready? Let’s start!”  “Time’s up team 2, you guy are great!”  **ICQ**  -What did you do in activity?  -How much time can you have?  -Are you working with individually?  Monitoring  Teacher monitors how do Ss good act to role play  Time warning;  “Time’s up team 1”  “Time’s up team 2”  Checking answers  “Wow guys are nice to act role play”  “How was your role play?”  “Are you enjoying your role play?”  “Thank you everyone for the role-plays! Hope you learned a lot and enjoy it!” |

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| **Post Activity** | | | | |
| Materials:  Work sheet fill in the blank and write on the board (appendix3) | | | | |
| Time | Set Up | Student Activity | | Teacher Talk |
| 1min  3min  3m  in  1min | Individually  Individually  Individually  Whole group | | Guess and listening    Writing speaking and reading.  Writing and speaking  Listening | [T gives work sheet individually]  “Guess! What are we going to do?”  (Just guessing and carouse their curiosity)  **Instruction**  “I give a work sheet individually right?  “Write a words and fill in the blank in 3 min”  “Just write to have it your way”  “Now you guys start!”  “Times up guys”  “Let’s read by turns!”  “Wow guys! Great work to do it!”  “Finally, you make 3 subjunctives past sentences “  “Guys should take 2 your fancy sentence and give a reason”  “Times up guys!”  “Can you read by turns?”  “Why do you choose these sentences?”  “Thank you guys!”  **Monitoring**  Teacher monitors what students are doing well  **ICQ**  -How many sentences can you make?  -How many times do you have?  - Is it pair work?  **Conclude lesson(TTT)**  “Today, we know about how can make subjunctive past sentence as well as know structures by doing activities. I think if you know subjunctive past sentences, it should be very funny sentences and useful ”.  “OK, great job! See you next time! Have a nice day!” |
| **SOS Activities** | | | | |
| Materials: blank a4 paper. | | | | |
| Time | Set Up | | Student Activity | Teacher Talk |
| 3min | Individually | | Drawing picture | **Instruction**  Now, we are going to draw picture!  “About what drawing?”  “You think about what you want to be and drawing picture and you should write one subjunctive past sentence at the bottom of paper ”  “I will give 3min”  “Enjoy your drawing and don’t forget to write sentence!”  **ICQ**  What are we going to do?  What can we do at the bottom of paper? |

**Appendix1**

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**Appendix2**

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**Appendix2**

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Jane

Jinny

Anabel

Christy

**Appendix2**

Person 1

in situation 2

Person 2

in situation 2

Person 2

in situation 1

Person 1

in situation 1

**Appendix3**

**Fill in the blank**

1. If I were a man, I should\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
2. If I were a high school student, I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
3. If I had lots of money, I could\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
4. If I had many books, I would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
5.  If she were not ill, she would be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
6. If it were not for your help, I could not\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
7. If we were friends, I would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
8. If he knew your liar, he would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
9. I wish I had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
10. If you didn't pay attention, I would not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11. If I were not ill, I could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
12. If I knew his address, I could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
13. If I possessed the book, I would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
14. If I were you, I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
15. If you studied English hard, you could\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
16. If he were Won-bin, he could be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 

**Appendix3**

**Fill in the blank**

1. If I were a man, I should have a pretty woman.  
2. If I were a high school student, I would have to study harder.  
3. If I had lots of money, I could travel abroad.  
4. If I had many books, I would give you a book.  
5. She would be happy if she were not ill.  
6. If it were not for your help, I could not finish my homework.  
7. If we were friends, I would lend you money.  
8. He would tell me the truth if he knew it.  
9. I wish I had lots of money.  
10. If you didn't pay attention, I would not talk any longer.

11. If I were not ill, I could go there.  
12. If I knew his address, I could send him a letter.  
13. If I possessed the book, I would lend you.  
14. If I were you, I would love her.  
15. If you studied English hard, you could get good grade.  
16. If he were Won-bin, he could be more popular