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| ☐ Listening  **☐** **Speaking** ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: If I had studied, I would have passed exam.** |

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| Instructor:  Alastor | Level:  Intermediate | Students:  **9** | Length:  **30 Minutes** |

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| Materials:   * Board * Marker * YouTube Animation clip(Beauty and the Beast) & script * Grammar form Image file. * Computer, monitor, sound * worksheets  1. 9 copies of 3rd conditional gap filling worksheet & with answer 2. 3pcs of Guessing game instruction sheet   3. 12pcs of letter paper. |

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| Aims:   * Main aim: Ss will know the form of the 3rd conditional by substitution table and T’s explanation * Secondary aim: Ss will catch forms of 3rd conditional by watching animation clip of Beauty and the Beast and will learn from substitute table. * Personal aim: T will elicit more from Ss by asking questions and training Ss by drilling |

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| Language Skills:   * Reading: Reading board questions, reading instruction. * Listening: T’s instruction, explanation, watching animation, listen other Ss talking * Speaking: Ss will ask and answer while they are doing ‘Guessing game’ * Writing: Ss will write a letter to themselves using 3rd conditional |

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| Language Systems:   * Lexis: temper, frightened, emphatic, infinitive * Function: giving advice, regretting the past * Discourse: dialogue in the animation and board game, write a letter. * Grammar: 3rd conditional(If I had + past participle….I would have + past participle) * Phonology: Contraction[eg. would have -> would’ve, should have -should’ve etc] |

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| Assumptions:   * Ss already studied 1st & 2nd conditionals. * Ss already know past perfect and present perfect tenses * Ss already know past form of modal verbs(should, would, could, might) |

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| Anticipated Errors and Solutions:   * Ss might have difficulty to understand meaning of 3rd conditional. * T will give more example sentences that can be apply to Ss’ real life. * If the class finish earlier than expected * T will give Ss SOS activity * Ss might not finish writing letter by the end of class. * Ss will finish the letter as homework. |

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| References:  Animation clip: <https://goo.gl/Rw6jMb>  Grammar form Image file: <https://goo.gl/aG6aWj> |

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| **Lead-In** | | | | | |
| Materials:  board, marker | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk |
| 3min | | Whole class  &  In pair | | Ss will answer | **Procedure:**  T: Hello everyone, how are you?  Do you like Disney animation?  What did you watch?  (Ss answers)  I recently watched animation ‘Beauty and the Beast’ again. Have you watched?  (Ss answers)  I could find interesting scene in the animation and want to see again with you!  Do you like to watch it together?  (Ss answers)  **Guided warm-up**  After watch this animation, we will talk about what you see from the animation clip.  CCQs:   1. What will you do when you watching animation? 2. Are we working in pair?   Let’s watch. |

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| **Presentation** | | | |
| Materials:  Animation clip, board, marker, substitute table | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min  3min  3min  3min | In pair  Whole class  Whole class  Whole class  Whole class | Ss answer to T’s question.  Ss answer to T’s question  Ss will listen to T’s explanation.  Ss will listen to T’s explanation.  Ss will be trained by drilling. | **Procedure:**  **Recall:**  T: Do you enjoy watching?  (Ss will answer)  Can you tell me what was happening in the story? Can you guess what just happened before scene?  (Ss will answer)  **Reflect:**  T: Good! Now we will discuss what Belle said to the Beast in the Animation.  (T will write sentences from script on board)    1. “If you **hadn’t frightened** me, I **wouldn’t have run** away!”  What can you tell when you see this sentences? Can you tell me what the situation was?  Did Belle stayed in castle?  Was Beast gentle to Belle?  (Ss answers)  As you said if Beast was not frightening Belle, She would not run away from the castle. So, Belle is giving advice to the Beast in emphatic tone. Right?  Good! Now let’s talk about when you can use this type of sentence.  **Conclude:**  **Meaning:**  T: What we have just learnt is 3rd conditional.  (write 3rd conditional on board)  Let’s talk about meaning of 3rd conditional.  I will change the sentence on board.  (T will write **“If I had studied, I would have passed exam”**)  Ok, when we talk about the conditions in past, we use 3rd conditional.  We are talking about a condition in the past that did not happen and the result is now.  In this sentence, I could study but I did not and as a result, I could not pass the exam.  CCQ:   1. Can the past condition be changed? 2. What is the present situation?   **Form**  OK. Do you find any tenses from this sentence?  (Ss will answer – Past perfect & would + present perfect. If Ss cannot answer T will pointing underlined grammar without talking)  Yes, 3rd conditional includes both past and present perfect.  (T will turn the monitor on and show conditional form)  So,” if clause is unfulfilled event in the past and the result clause is the Action that will not happen”  Main clause can be come first. In this case, comma is not needed.  For example, ‘I would have passed exam if I had studied’  CCQ:   1. Is 3rd conditional talking about future? 2. Can main clause come first?   **Drilling**(Simple repetition drill)  T will draw substitute table on board.  Instruction  T: I will read it first and you will listen.  (T read all sentences)  There is contraction in the sentence. When you speak ‘would have’ you can pronounce it as ‘would’ve’.  Now listen and repeat after me.  (Ss will repeat after T)  We will try to read this sentence in group of 3 people.   1. S1 will read ‘If clause’ 2. S2 will read ‘result clause’ 3. S3 will read ‘if clause’ 4. S1 will read ‘result clause’ 5. Keep practice until T stop you.   ICQs:   1. Are you working in pair? 2. When do you stop?   T will stop Ss.  Ok, Now we will do more practice. |

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| **Practice** | | | |
| Materials: board, marker, gap filling worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  6min | In pair  In group | Ss will do gap filling worksheet.  Ss will play Guessing Game | **Controlled Practice**  **Gap filling**  T: as we have learnt 3rd conditional, I will give you gap filling worksheet.  Once you write answers, you will check the answer with your partner. I will give 4minutes.  (T will distribute gap filling worksheet)  While Ss are answering, T will correct errors directly when they make mistake.  CCQ:   1. What grammar we learnt? 2. Are you working alone?   **Less Controlled Practice**  **Guessing Game**  Instruction  1. Ask one Group go out of the class.  2. Other Ss will make a situation. (Eg. Window is broken....etc)  3. Group1 will come back to class and ask “what would you have done if this had happened.”  4. Other Ss will answer in a full sentence (3rd conditional) Eg, if it had happened, I would have put newspaper on window.  5. Once Group1 realise situation, while other Ss are answering, Group1 will stop and tell what is the situation  T: Now we will play the guessing game. Let’s read instruction together  I will divide you into 3 group each group will have 2 mins.  CCQs:   1. What form will you use for asking and answering questions? 2. How much time do you have per group? |

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| **Production** | | | |
| Materials: Letter paper(realia), board, marker. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class | Ss will write a letter to themselves 5years ago. | Procedure:  **1.Free production**  **Instruction**  T: Are you happy with your life?  (Ss will answer)  Ok. Now we will write a letter to  yourself 5 years ago using 3rd  conditional.  If you are not satisfied with your life,  you can give some advice to yourself in  the past and if you are satisfied with  your life, you can write what you did or  didn’t do for current satisfied life.  (T will distribute letter paper and will monitor Ss discreetly)  CCQs:   1. Will you write a letter to your friend? 2. Are you writing a letter to the future?     **2.Wrap up**  Ok did you enjoy today’s lesson?  3rd conditional is little more difficult than  other conditionals but if you speak 3rd  conditional, it makes you look more  fluent in English.  Today we are finished. See you  tomorrow! |

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| **SOS Activity** | | | |
| Materials: letter that Ss write in the Production stage. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | In pair | Ss will read partner’s letter and will share with other Ss in the class. | Instruction  Ss will pass the letter to person on their  left.  Ss will read the letter. When Ss find  something interesting, Ss will share it in  the classroom(other Ss)  T: if you finish writing letter to yourself, now you can pass the letter to person on your left. You will read and if you find some interesting thing, please share it with other student. |

Animation Script:

**Beauty and the Beast Animation Script**

Beast: [roaring] Aaargh! That hurts!

Belle: If you'd hold still, it wouldn't hurt as much!

Beast: Well if you hadn't have run away, this wouldn't have happened.

Belle: If you hadn't frightened me, I wouldn't have run away!

Beast: Well you shouldn't have been in the west wing!

Belle: Well, you should learn to control your temper. Now, hold still. This might sting a little. [Presses cloth to wound; the beast growls in pain]

Belle: By the way, thank you for saving my life.

Beast: [stops growling] You're welcome.









