

## CEP Lesson Plan Template

Teacher/s: Youngmee Suh

Level: A3 Date: April 17

### Goal: Final Exam Review: Conditionals

#### Objectives: (In a perfect world) Students Will Be Able To...

1. recognize the different contexts that allow each conditional
2. create appropriate conditional sentences based on contexts provided
3. remember the grammatical structures of each conditional sentence
4. elicit their own conditional sentences based on contexts provided

Theme: Units 9-12

(Extensions: \_\_\_\_\_)

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i><b>Official Business</b></i>	<p>-Attendance</p> <p>-Announcements</p> <ul style="list-style-type: none"> <li>Final exam dates</li> <li>Methods</li> <li>Scores</li> <li>Teacher evaluations                         <ul style="list-style-type: none"> <li>Link provided later</li> <li>Dates April 17<sup>th</sup> to April 23<sup>rd</sup></li> </ul> </li> </ul> <p>-Collect Slide hw for participation</p>	Ts-Ss	10 min
<p><i><b>Activity 1:</b></i></p> <p><i><b>Beyonce Interview:</b></i></p> <p><i><b>What did she say?</b></i></p> <ul style="list-style-type: none"> <li>Listen for statements and elicit reported speech from them</li> </ul>	<p><i>Pre-Stage:</i></p> <p><i>So yesterday we started to watch an interview with Beyonce. Today we are going to finish this interview.</i></p> <p>...</p>	Ts-Ss-Ss	10 min
	<p><i>During Stage:</i></p> <p><i>Listen...</i></p>	Ss	20 min
	<p><i>Transition to #2: <u>Final Exam Review</u></i></p> <ul style="list-style-type: none"> <li>Provide</li> </ul>		5 min

<p>contexts of 3 Conditionals</p> <ul style="list-style-type: none"> <li>Elicit sentences for each Conditional</li> <li>Have students decipher contexts for each Conditional</li> </ul>	<p>Post-Stage: Watch the whole interview as a whole.</p> <p>....</p> <p>(Tangible Outcome) Listening Packet</p>	<p>(Ts-Ss)</p> <p>(Ss-Ss)</p>	
<p><b>Activity 3:</b> Conditionals Review</p> <ul style="list-style-type: none"> <li>First conditional context, structure, and use</li> <li>Second conditional context, structure, and use</li> <li>Third conditional context structure and use</li> <li>Recognizing conditional sentence contexts without prompting</li> <li>Eliciting appropriate conditional sentence without prompting</li> </ul>	<p>Pre-Stage: Now let's review the conditionals.</p> <p>I know everyone hates conditional sentences, so today I want to show you the types of conditionals you will see on the exam.</p> <p>Again, these are the conditionals you must know for the exam.</p> <p>First as a review let us look at the forms of the conditional sentences.</p> <p>The first conditional talks about a predictable or highly likely event. This means that you can guess what you <u>will do</u> or what <u>will happen</u> if the condition is fulfilled.</p> <p>So the structure for the first conditional is: If + present tense, then + will (future)</p> <p>Here is an example: I love ice cream. I want the weather to be hot and sunny so that I can eat ice cream every day.</p> <p>Can you predict what I will do when the weather is hot and sunny?</p> <p>What will I do?</p> <p>What needs to happen in order for me to do that?</p> <p>How can we make this into a conditional</p>	<p>Ts-Ss</p>	<p><b>Pre:</b> 20-30 min</p>

<p><i>Wrap-up: Q &amp; A about anything from the Review Session:</i></p> <ul style="list-style-type: none"> <li>• <i>Articles</i></li> <li>• <i>Future Progressive</i></li> <li>• <i>Future Perfect</i></li> <li>• <i>Conditionals</i></li> <li>• <i>Reported Speech</i></li> <li>• <i>Final Exam logistics</i></li> </ul>	<p><i>sentence?  ("If the weather is hot and sunny, then I will eat ice cream every day.")</i></p> <p><i>The second conditional is about something that is very unlikely but you can guess what <u>would</u> happen.</i></p> <p><i>So the structure looks like this:  If + simple past/were, then + would</i></p> <p><i>Let's take the same example.</i></p> <p><i>New York City's weather is very strange. It is never the same. But I want the weather to be hot and sunny all the time so that I can eat ice cream every day.</i></p> <p><i>First, is it possible for the weather in New York City to be the same all year around?</i></p> <p><i>But can you guess what I will do if it was hot and sunny in New York City?</i></p> <p><i>What will I do?</i></p> <p><i>Then how can I change my conditional sentence?</i></p> <p><i>"If New York City's weather <u>were</u> hot and sunny all the time, then I would eat ice cream every day."</i></p> <p><i>The third conditional talks about the impossible. It can only happen in a perfect world, or if you had magic powers to go back in time.</i></p> <p><i>This means the structure looks like this:  If + past perfect, then + would have</i></p> <p><i>The reason why it is impossible is because we cannot turn back time. We are talking about the past.</i></p> <p><i>For example, let's use the same example one last time.</i></p>		
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	<p><i>Last year, in New York City, the summer time was not hot at all. I did not get to enjoy ice cream like I usually do. In a perfect world, New York City's summer will always be hot and sunny so that I can eat and enjoy my ice cream.</i></p> <p><i>Now, is it possible for NYC's summer last year to be hot and sunny?</i></p> <p><i>Why?</i></p> <p><i>But what if, in a magical world, I can go back in time and change that. Then what <u>would I have done?</u></i></p> <p><i>If summer in NYC had been hot and sunny last year, then I would have eaten and enjoyed [my] ice cream.</i></p> <p><u><i>During Stage:</i></u>  <i>Now let's look at these situations. Read them and tell me if you would use the first conditional, second conditional, or third conditional to describe it.</i></p> <ol style="list-style-type: none"> <li><i>1. Jack and Jill are always together. Wherever you find Jack, Jill will always be there. What happens when Jack wants to sit on the couch to watch TV?</i></li> </ol> <p><i>Which conditional best describes this sentence?</i></p> <p><i>Why?</i></p> <p><i>How would you put that into a conditional sentence?</i></p> <ol style="list-style-type: none"> <li><i>2. Sandy regrets not working hard at learning piano. When she was younger she took lessons. Now she wants to be in a band but can't because she has forgotten how to play. What if she found a genie in a bottle and was granted three wishes?</i></li> </ol> <p><i>Which conditional best describes this sentence?</i></p>	Ts-Ss-Ss	<b>During:</b> 30-40
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	<p>Why?</p> <p><i>How would you put that into a conditional sentence?</i></p> <p>3. <i>You are always so forgetful. Your friend Tom needs Sally's phone number. You have Sally's phone number in your phone. But...you do not have your phone. How would this situation change if you remembered to bring your phone?</i></p> <p><i>Which conditional best describes this sentence?</i></p> <p>Why?</p> <p><i>How would you put that into a conditional sentence?</i></p> <p><i>Post-Stage:</i>  <i>Provide students with another 3 situations and have them write a sentence for each situation using the 3 conditional sentences.</i>  <i>Students can share what they have and provide peer feedback on what is the most appropriate.</i></p> <p>1. <i>You are not a great cook. Your friend Benny is an amazing cook. One day you are making him pasta. But it doesn't taste good. Benny gives you a suggestion. Add garlic!</i></p> <p>2. <i>You grew up poor. But you love food. Any chance you get, you spend your money on good quality food. But you always wish you had more money. So you go and buy a lottery ticket.</i></p> <p>3. <i>You love soccer. But your favorite team is not doing very well this year. According to you, it is all the coach's fault. Your team should not have hired this coach!</i></p> <p><i>(Tangible Outcome)</i></p>	Ss-Ss	<p><b>Post:</b>  15-20 min</p>
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Materials:

Power point

Projector

Computer

Anticipated Problems & Suggested Solutions:

1. Students still confused by conditional sentence contexts
  - a. Allow students to explain to each other
  - b. Clarify contexts by providing supplementary contexts
  - c. Personalize by forcing students to put themselves into those contexts (acting it out)

Contingency Plans (what you will do if you finish early, etc.):

If I finish early I will provide more contexts for students to decipher and then elicit conditional sentences. I will use drills to help them remember the structures for each conditional sentence.

Post-Lesson Reflections:

While conditional sentences have been a vice to the class and the lessons for Unit 11, students found this review lesson quite helpful. There were still a lot of questions and some confusion about the contexts that formulate a conditional sentence and some of that stemmed from cultural differences of time and possibility. What this lesson provided was a step by step thinking process that helped students see what defined “predictability” “possibility” “impossibility” as well as issues of imagined time. What helped even more was the simplification of conditional sentences that strayed a bit from the original text because the students of this particular classroom had never encountered conditional sentences before at all. Therefore much of this review went back to the very basics of conditional sentences rather than taking away “if clauses” and using complex modals. This helped solidify a more basic, foundational stepping stone to conditional sentences that will make sense to them and also help them succeed on the final exam.