

CEP Lesson Plan Template

Teacher/s: _____ Youngmee Suh
 Level: A3 Date: Mar 26

Goal: Review the basics of Conditionals

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

1. Remember or understand the forms of the First Conditional
2. Elicit their own first conditional sentences
3. Remember or understand the forms of the Second Conditional
4. Elicit their own second conditional sentences

Theme: _____ Adventure Travel _____

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<p>Review -Since conditionals were introduced in Unit 6, we go over the structure and context of the 1st & 2nd conditionals before diving into the more complex forms introduced in Unit 11</p>	<p>Review “I wish” and “If only”</p> <ul style="list-style-type: none"> • “I wish” and “If only” forms from previous class <p>Review 1st & 2nd Conditionals</p> <ul style="list-style-type: none"> • Structure of 1st & 2nd conditionals • Difference between the two <p>Example:</p> <ol style="list-style-type: none"> 1. “If I don’t use facial cream, my face feels dry all day.” [first conditional/real] 2. “If you worked out every day, you would be in better shape now.” [second conditional/unreal] 	<p>Ts-Ss Ss-Ss</p>	<p>30 min</p>
<p>Activity 2: Conditionals Monster Gallery</p> <ul style="list-style-type: none"> • First conditional sentence structure and use • Second conditional sentence structure and use • Review the structure for I wish and If only sentences <p>Transition to #3: <u>Listening Review</u></p>	<p>Pre-Stage: Intro & Explanation</p> <ol style="list-style-type: none"> 1. Many times we use conditionals when we complain. [What are some things you complain about?] 2. Sometimes we complain about ourselves. What are some things you complain about yourselves? For example: <u>I wish I were taller.</u> [have students elicit I wish and If only sentences] 3. Today we have some Monsters joining us. They are unhappy about their physical characteristics. 4. What are some physical characteristics? (color, height, eyes, nose, ears, etc). 5. Elicit “physical characteristics” 6. Explain rules. <ol style="list-style-type: none"> a. Post-it (Yellow, Orange, Pink, Blue) =color of monster. b. Post-it # = 1st or 2nd Conditional. That is your starting point. 2 minutes per sentence. c. Each group will write as many sentences for the allotted conditional as they can for their monster. 	<p>Ts-Ss</p>	<p>5-8 min (max)</p>

	<p>d. Then switch to the other conditional for the next 2 rounds. (If you have the 1st conditional, after two rounds you switch to 2nd conditional & vice versa)</p> <p>[Demo: Let's look at the first monster, On your handout, the first box is "If only, or I wish" This monster can say, If only my arms were longer, or I wish my arms were longer." You will write that.]</p> <p><u>During Stage: Monster Gallery</u></p> <ol style="list-style-type: none"> 1. Check that everyone has a marker & is knows what they are doing. 2. Start clock at 2 minutes. 3. Students write in groups for 2 minutes 4. After, check that everyone has finished or provide 1 minute more to finish 5. Provide directions to switch to the next conditional sentence. 6. Repeat for another round. <p><u>Post-Stage: Favorite Sentence Gallery</u></p> <p>[If 10 min remaining] Students will then do another gallery walk where they find their favorite sentences. They will write down their favorite 1st conditional sentence and favorite 2nd conditional sentence for each monster.</p> <p>Students are given 1 min to read the sentences. Students are then given 2 min to write them down on handout.</p> <p>Students share favorite sentences and we check the conditional forms as a class (i.e "Is this a 1st conditional or 2nd conditional? How do you know?)"</p> <p>[If less than 10 min remaining] Students find their favorite monster. They will write down their favorite 1st conditional sentence and favorite 2nd conditional sentence for that particular monster.</p> <p>Students are given 1 min to read the sentences. Students are then given 2 min to write them down on handout.</p> <p>Students share favorite sentences and we check the conditional forms as a class (i.e "Is this a 1st conditional or 2nd conditional? How do you know?)"</p> <p><i>(Tangible Outcome)</i> First Conditional Sentences poster Second Conditional Sentences poster Ugly Monsters Handout</p>	<p>Ss-Ss</p> <p>Ss-Ss</p> <p>Ts-Ss (Ss-Ss)</p> <p>OR</p> <p>Ss-Ss</p> <p>(Ts-Ss)</p>	<p>10-12 min (max)</p> <p>8-10 min</p>
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Materials:

Ugly Monster Posters (including first and second conditional posters)

Ugly Monster handouts

Markers

Media

Listening Review Handouts

Anticipated Problems & Suggested Solutions:

1. Students may not understand the activity.
 - a. Go through a step by step demo using If Only and I Wish.
2. Students may not understand what physical characteristics they can change
 - a. Provide a list of physical characteristics they can change

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

If Ugly Monsters activity finishes early we can work as a class do review the If Only and I wish sentences. Then students can make First conditional and Second conditional sentences based on their own adventure travel stories from Mar 24th class (regrets and wishes). Use textbook pg137 as a base. Go through each sentence one by one eliciting student sentence before moving on to the next.

Post-Lesson Reflections:

Students had trouble differentiating between the contexts of the first and second conditional. After this lesson it was clear that students were plugging in the sentence structures despite them making little logical sense. This led to another lesson that allowed students to explore and clarify what makes the contexts of first and second conditionals. Some students were able to make really creative sentences and most students really enjoyed the activity. However, it is clear that students still have difficulty with the first and second conditionals and need more clarification and practice. The next lesson will therefore take the student written sentences as a basis for corrective feedback, clarification of the two conditionals and practice with them once more. It may be useful to use the same monsters as a basis for clarification since everyone has already become familiar with them. But to simplify it is necessary to choose only one or two monsters at most.