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| Grammar Lesson Plan | | | |
| **If I do… and If I did…** | | | |
| Instructor:  Yim, SoonKoo | Level:  pre intermediate | Students: 15 | Length: 20 min |
| **Materials:**  toilet paper, a cup of coffee or water, board, black, red, and blue markers  dart, arrow, small presents for winners | | | |
| **Aims:**   * Ss be able to use if conditional sentences. * Ss be able to cooperate with their classmates by playing games. * Ss be familiar with imagining situation and the one with possibilities. | | | |
| **Language Skills:**   * Reading : importance on specific if sentence from Dart, Board and pictures * Writing : note taking from all over the lesson * Speaking : drilling, practicing * Listening : T’s instruction & explanation, S’s speaking | | | |
| **Language Systems:**   * Lexis :a little bit of expressions from if-sentences * Phonology : listening to instruction & explanation, drilling * Grammar : if I do … and if I did… * Function : being able to say conditional sentences meaning imagination or possibility | | | |
| **Assumptions:**   * Ss know the vocabulary in the dart * Ss already know T’s teaching style * Ss are familiar with classroom environment | | | |
| **Anticipated Errors and Solutions:**  - Ss may not clearly understand the meaning  \*provide more examples  - Ss may have a hard time drilling  \* error correct immediately & give Ss more chances to practice  -there may be extra time left in the lesson  \*S.O.S plan : Have Ss make their own if conditional sentences  - There may not be enough time to finish the lesson  \*cut off plan : cut the dart game after spending 8 minutes | | | |
| **References:**  Raymond Murphy, English Grammar In Use, Cambridge, 2004, p 75. | | | |

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| **Lead-in** | | |
| Materials : | | |
| time | Set up | **Procedure:**  Greeting  *Hello, everyone! How are you today? Weather’s go good so I bet you guys have enough strength to study! Unfortunately, it is the last week of the school. “If I had more time with you guys, it would be really nice.”* |

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| **Pre activity** | | |
| Materials : toilet paper, a cup of coffee or water, board, black, red, and blue markers | | |
| Time  5 min | Set up  Whole class  &  individual questions | **Procedure:**  Explanation  ①<If I did…>  *Do you remember what I have just said? Yes, it was* *“If I had more time with you guys, it would be really nice.”*  Write the sentence on the board.  Give Ss today’s topic.  *Today, we will talk about this kind of sentence. So, the title would be ‘if I do… and if I did…’*  Write the title on the board.  *Do I really have more time? No, right. I don’t. I just imagine, or wish. Do I really think there is a real possibility? No, I don’t think there is a possibility.*  *When you imagine something like this, you use if + past tense. But the meaning is not past.*  Underline the words ‘if’ and ‘had’ on the board.  CCQ  (After giving one sentence)  Do I think there is a real possibility?  Do I imagine the situation?  Does it mean past?  ②<If I do…>  Demonstration : toilet paper to the cup. Show Ss that the toilet paper gets wet.  *Watch me carefully. If I drop this toilet paper in the cup, it will get wet. Sure, right? This time, I have just said…* (wait for the Ss response)  Write the sentence on the board.  *This time, we all know there is real possibility. So, it actually can happen.*  Underline the words ‘if’ and ‘drop’ on the board.  CCQ  Do I think there is no possibility?  Can it actually happen?  ③comparing  *Let’s compare these two. Which one was imagining the situation? Which one was thinking about real possibility? Good!*  Reinforcement  Show a picture with a key word and then try to make sentence.  *Okay, this time, I will show you some pictures with key words. Can you make the sentences using these two? Good!*  Pick one S if the class is quiet. If not, it could be done with the whole class. But, make sure T rearranges the sentences that S has said.  *Well done guys! I think you guys have understood fairly well, so we could move on to the next step.* |

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| **Main activity** | | |
| Materials : dart, arrow, small presents for winners | | |
| Time  10 min | Set up  Whole class | **Procedure:**  **\*Dart game**  Instruction  *There are if-clauses of sentences, you need to come up here and spin the dart. If the arrow points certain place, you need to finish the sentence using correct grammar. You have 5 seconds to think. If you can’t make full sentence within 5 seconds, you will lose your chance to win. So, if you fail, please go back to your seat. If you succeed, you will be in a queue again. For those of you who are sitting in the chair, please listen to your friends carefully. I have small presents for remaining 3 students.*  *Are you ready? Please stand up, and come up here making lines.*  CCQ  What will you do if you can’t finish making full sentence?  What will you do if you finish making sentence?  How much time to you have before answering?  *Okay, well done! Let’s give a hand. Please go back to your seat, and attention please.* |

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| **Post activity** | | |
| Materials : board, markers | | |
| Time  5 min | Set up  Whole class | **Procedure:**   1. **Remind the sentence**   *Okay, please go back to your seat guys.*  *Let’s see what you said. For the clause “…”, 00 answered “….”.*  Write down the full sentence on the board.  *Today, we’ve learned if sentences. One was imagining situation and the other was possible situation. ‘If I go home tonight, I will study for the lesson tomorrow.’ Is this imagine or real? ‘If I went to the movies, I would see public enemy.’ How about this?*  *Well done.*   1. **Closing**   *Good! You guys did a good job today.*  Giving homework  *Your homework would be filling the gap in your textbook, page 74.*  CCQ  What page number would you work on?  *Thank you for today, see you tomorrow!* |