Defining Subjunctive!!

**Grammar Lesson Plan**

Level

Intermediate

Students

13

Length

35 minutes

Instructor

YUH Mary

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| **Materials:**  -White Board & Board marker  -Power point presentation file  -13 copies of Worksheets  -Name card explaining the rule of Subjunctive form  -Chocolate |
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| **Aims:**  - Ss will know the form of the Subjunctive by teacher’s demonstration through eliciting and CCQ.  - Ss will become familiar with the subjunctive form by answering concept check questions and completing the worksheets.  - Ss will increase their speaking and listening ability by taking part in group discussion and listening to each other’s opinion. |
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| **Language Skills:**  - Reading: reading the text about ‘Subjunctive form’ and the worksheet.  - Writing: answering the Grammar worksheets.  - Listening: listening to teacher’s instruction, demonstration and group member’s opinion.  - Speaking: Sharing ideas in a group and as a class. |
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| **Language Systems:**  - Grammar: use of the subjunctive form (Getting familiar with the Subjunctive rule). |
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| **Assumptions:**  - Students can make and understand a completed sentence.  - Students know the basic meaning of vocabulary used in class to demonstrate and elicit.  - Students are able to actively participate in the group discussion. |
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| **Anticipated Errors and Solutions:**  - Students may have a hard time understanding the subjunctive rule.  → Give students more chances to practice together and individually.  - Student may find the lesson boring as it contains difficult concept.  →Give student ‘benefit’ of receiving a chocolate so that they are more motivated to participate and listen to the instruction given. |
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| **References:**  **- Joseph Kim, TEPS 900 Master.** Seoul: Saramin.co. 2009. Print. |

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| **Lead-In** | | |
| Materials: Powerpoint presentation material, chocolate | | |
| Time  5 min  2 Minutes  2 Minutes | Set Up  Whole Class  Whole class  In Groups | Procedure:   * Greeting   Good morning everyone, how was your *short break?*  Today we are going to learn about subjunctive form and I hope many of you already are familiar with the term ‘subjunctive’. Are you ready to start the lesson?  Before we start our review, let me start with going over the definition of Subjunctive.  [Definition]  -Subjunctive forms of [verbs](http://en.wikipedia.org/wiki/Verb) are typically used to express various states of unreality such as wish, emotion, possibility, judgment, opinion, necessity, or action that has not yet occurred.  Ok, now that we are familiar with the meaning, let’s review.  ***Review***  Do you remember the meaning of ‘subjunctive’ which we learnt last lesson? What is subjunctive form? Anyone remember the rule?  Please put your hands up if you remember the rule and tell the whole class.  (Student’s name), can you please tell the class the rule of subjunctive form?  (Student answers)  Very good. I’m glad that you still remember the rule. Class; please remember the rule as this form is used often in an everyday English language usage.  (In the case student can’t answer, write on the board the formula)  **Subject + Verb +That + Subject (+Should) + Plain verb form**  **It is + Adjective + That+ Subject (+Should) +Plain verb form**  E.G. If I had studied harder, I would have passed the exam. -> using the **If + Subject + had p.p subject + should/could/would/might + have p.p format.**  **Contextualization:**  Do you know how many basic kinds of Subjunctive form exist?  There are 4 kinds- now that I have introduced one, let’s look at 3 more kinds.   1. **[Subjunctive past tense]**   **If + subject + Verb in past tense, subject + should/could/would/might + plain verb**  **E.G. If I had a lot of money, I could buy a new car.**   1. **[Subjunctive future tense]**   **If + subject + were to + plain verb form, subject + should /could /would/might + plain verb form**  **E.G. If I were to win the lottery, I would deposit all of my money.**   1. **[Mixed form of Subjunctive]**   **If + subject + had p.p subject + should/could/would/might +plain verb**  **E.G. If he hadn’t slept enough last night, he would be tired now.**  **Guided Warmer Activity:**  Divide students into 3 groups and ask them to practice 4 different kinds of subjunctive form. Ask them to come up with 4 different examples using all 4 kinds of subjunctive format.  CCQ:  -What are you doing now?  -Are you working alone or in groups?  -How many minutes do you have? |

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| **Presentation** | | |
| Materials: Power point material, board & board markers, Chocolate | | |
| Time  3 min | Set Up  Whole Class | Procedure:   1. **Recall**   What did I just say? There are 4 types of subjunctive forms in English language. What are they? I will give 3 minutes for you to discuss in groups and explain in front of the whole class.  (4 students of 2 groups, 5 student in one group)  *CCQ*  -How much time do we have?  -Do you work alone?  -What do you discuss?  (Let students discuss and monitor discretely. After 3 minutes let groups take turns to tell the whole class what they have learnt.)   1. **Reflect**   Excellent work! Now that you are all familiar with the 4 kinds of subjunctive format, let’s go over for the final time some of the examples of those.   1. **Conclude**   Substitution Table   1. **If + Subject + had p.p subject + should/could/would/might + have p.p format.** 2. **If + subject + Verb in past tense, subject + should/could/would/might + plain verb** 3. **If + subject + were to + plain verb form, subject + should /could /would/might + plain verb form** 4. **If + subject + had p.p subject + should/could/would/might +plain verb**  |  |  |  | | --- | --- | --- | | If | I | Had studied more hours, I could have done it better. | | If | Had a lot of money, I would buy the whole building. | | If | He | (Make your sentences) | | If | (Make your sentences) |   Drilling  (Simple repetition drill using the Substitution Table)  Listen to what I say and don’t repeat.  *CCQ*  What do you do?  (Point to the Substitution Table while reading)  Now listen and repeat.  *CCQ*  What do you do?  (Point to the Substitution Table while reading and whole class repeat)  Good. Now I will pick some students to repeat individually.  (Point to the Substitution Table and pick students)  CCQ  Ok, let’s talk about the meaning of this sentence; If I had studied more hours, I could have done it better.  Did I study a lot? (N)  Did I perform well in test? (N)   1. **Prepare**   Now, let’s practice it.  Are you now very familiar with the concept? |

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| **Practice** | | |
| Materials: 13 copies of the worksheets for controlled practice of the concept learnt, power point material, chocolate, blackboard & board marker | | |
| Time  5 Minutes  5 Minutes | Set Up  Whole class  Individually  Whole Class  Groups | Procedure:   1. **Controlled Practice 1**   *I****nstruction***  Do the worksheet questions number 1 to 5 thinking back to the 4 kinds of subjunctive forms of grammar learnt in class. You have 5 minute to work on this.  ***CCQ***  -How much time do you have?  -What do you do?  -Are you working alone?  (Pass out the worksheet and run task)  ***Feedback***  -Do you need more time to do?  (If yes, give 30 seconds extra reading time.  If no, check answers together.)   1. **Less-Controlled Practice**   Ok, now we will divide the class into groups. In groups, you have 5 minute, come up with as many examples as possible using all 4 kinds of subjunctive format learnt. For the group, who came up with the accurate and many answers, they will be awarded with chocolate!  CCQ  -Is it a group activity or individual one?  -What do you have to do?  -How much time do you have?  *Feedback*  -Do you need more time to do?  (If yes, give 30 seconds extra time.  If no, each group presents their sentence.) |

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| **Production** | | |
| Power point material, black board &board marker | | |
| Time  10 min  2 min | Set Up  Whole Class  Groups  Whole Class | Procedure:   1. **Free practice**   *Instruction*  Now, let’s make a big circle in the middle of the classroom. We will each call on names of other student. Whoever being called have to come up with example sentences of subjunctive format of grammar. Whoever can’t answer within 30 seconds is eliminated from the group. The game will continue until we have one ‘winner’.  *CCQ*  -How many are in the group? Is it with whole class or with 3-4 students?  -What do you have to do?  -Does it have time limit? (until there is a winner)  Monitor actively by giving direct feedback.  When there is a winner, the game ends naturally.   1. **Warp-up**   -Did you have fun learning the subjunctive format?  I hope you have learnt some useful grammar tips today and that you will be more familiar with the concepts learnt in class. |

[GRAMMAR WORKSHEETS]

1. A: Mommy? John said that monsters live in my closet.

B: Monsters don’t live in your closet. But even if they \_\_\_\_\_\_\_\_\_\_, I’m here to protect you.

1. Are
2. Would
3. Did
4. Will
5. A: I need to call my girlfriend. Can I use that phone?

B: I’d \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_you didn’t. It’s out of service. Use this one.

1. rather
2. better
3. like
4. hope
5. A: Do you think I’d be more popular if I \_\_\_\_\_\_\_rich?

B: probably. But many of your friendships would be superficial.

1. be
2. is
3. would be
4. were
5. A: I knew I should have brought the map with us.

B: I wish you \_\_\_\_\_\_\_\_\_\_\_. Then we wouldn’t be lost.

1. had
2. were
3. can
4. do
5. A: What did Karen say after you broke her telephone?

B: She demanded I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her the money to replace it.

1. Will give
2. Had given
3. Gave
4. Give