

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
YS (Young Sahn) Kim	198 TH WD	Oct 16, 2019	Grammar	PPP	45 min

Lesson	
Topic	Unless we win the game, we won't go to Seoulland.
Main Aim	Students will learn the conditionals with 'Unless'
Secondary Aim	Students will practice their speaking fluency.

Materials and References
PPT file, screen, computer, board, colored markers, worksheets, eraser

Student Profile			
Level	Lower Intermediate		
Age	Children (age 10~12)	Number of Students	10
Detail	Students are all native Korean. A few students have travelled abroad. Everyone is motivated to learn English.		

Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson.
- Students have learned about the first conditional.
- Students know how to make the negative form using 'not'.
- Students know the contractions of the negative form e.g. 'will not' is contracted as 'won't'.

What language difficulties to expect when presenting, and how to deal with it:



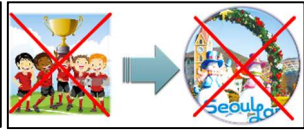
1. **Meaning:** Some students learn 'unless' first time and do not have very clear picture of the meaning. Make a clear visual context and C.C.Q.
2. **Form:** Students may not familiar with using 'unless' for the negative first conditionals while they can use if~not clauses. Identify 'unless' means 'if not' and practice variable sentences to change 'if not' to 'unless' and vice versa during presentation stage and practice stage.
3. **Form:** "Unless we win the game; we won't go to Seoulland." Some students may wonder why we use present simple for the future situation in the first conditional clause. Identify that in the conditional clause, we only use present simple for the future. Also explain that the main sentence shows results which are possible in the present or future.
4. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, "Which words sound stressed?" Board the stress markers in red.

Anticipated Classroom Management Difficulties and their Solutions:

The new language points to be learned about the conditionals with 'Unless' could be handled in 45 minutes lesson. However, unless cannot be used for the 2nd conditionals that we do not use unless for impossible conditions. Also 'except if' will need another learning. This could lead to rushing and a lot of teacher talk. For this lesson I will manage this by selectively presenting only review of the 1st conditional and new concepts about 'Unless'. The remaining new language points can be presented in the next lesson.

My Personal Aim

- What I hope most to demonstrate in this lesson is the ability to
- present the target language using a situational presentation
 - to be an involver type teacher

Stage Name: Lead-in Purpose of this stage: To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language.		
Materials: PPT file, screen, computer, board, colored markers, eraser		
Timings	Interactions	Procedure
3 min	T-S	<p>Hello everyone. I am going to show you some pictures. Look at the screen and talk about them with your partner. Try to explain the situation with one or two sentences.</p> <p>Picture 1.  Picture 2  Picture 3 </p> <p>Students talk about the pictures.</p> <p>Screen shows picture 2 & 3..</p> <p>Tomorrow is a big day. What is it? (a final match, soccer game). What is the relation between these two pictures? (condition and result). Can you describe? (1. If we win the game, we will go to Seoulland, 2. If we don't win the game, we won't go to Seoulland).</p> <p>Board 2 sentences.</p> <p>Now you all know about the 1st conditional. This sentence is the negative form of the 1st sentence. (If we don't win the game, we won't go to Seoulland). Can you say it differently? (Unless we win the game, we won't go to the Seoulland).</p>
Stage Name: Presentation Purpose of this stage: Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
Materials: PPT file, screen, computer, board, colored markers, eraser		
Timings	Interactions	Procedure
1 min	T - S	<p>Board the model sentence (Unless we win the game, we won't go to Seoulland).</p> <p>If students are unable to tell you, just board it.</p> <p>What is the meaning of unless? (If not)</p> <p>We use unless with negative conditions.</p>
2 min	T - S	<p>CCQ</p> <ol style="list-style-type: none"> 1. Are we talking about the past? (No. future). 2. Do we know we will win the game? (No). Is it possible to happen? (Yes) 3. Will the condition decide the result? (Yes) What is the condition to go to Seoulland? (We win the game). 4. Will we go to Seoulland if we only win the game? (Yes)
5 min	T-S	<p>Form</p> <p>Draw lines in the sentence. We can see two clauses here.</p> <p>Can you tell the relation between these two clauses?</p> <p>(Unless clause is the condition and the main clause is the result of the condition.)</p> <p>Can we put the result clause first? (Yes)</p>

4 min

T - S

T-S

We are talking about the future. Which word tells us this is about the future? (won't)

Can we say unless we will win the game? (No).

Why? (We only use present simple for conditionals.)

Can we say unless we don't win the game? (No).

Why? (Unless already means if not.)

Yes, unless is always followed by a positive verb. Unless I go, unless he goes.

Can we make unless clause into question form? (No) *ie Unless do we win the game? Can't be done. Unless cannot be used with a question.*

Can we say unless and if together? (No)

Let's see the main clause.

Can we use different subject for two clauses? (Yes)

What about the verb? (future i.e. will, can, + infinitive or simple present)

Is won't, can't available? (Yes)

Condition			Result (Main)			
Unless	Subject	Present Simple (positive)		Subject	will/can + infinitive present simple	
Unless	we	win	the game,	we	won't	go to Seoulland.
						pass the exam.
						be late.
						come to your birthday party.

Can you make sentences with given phrase here? **Board below.**

(Unless you study hard, you won't pass the exam. / Unless you leave now, you will be late. / Unless you invite him, he won't come to your birthday party).

Can you change 'unless' clause into 'if~not' clause? **Board if & not in different color.**

(If you don't study hard, you won't pass the exam. / If you do not leave now, you will be late. / If you do not invite him, he won't come to your birthday party.)

** Unless cannot be used for the 2nd conditionals which are impossible conditions. 'Except if' is the same as unless. These will be covered in the different lesson.

Drill

Listen. **Indicate silence.** / Unless we win the game, we won't go to Seoulland.

Which words are stressed? (unless, win, won't) **Mark the stress with a red marker.**

Listen and repeat 3 times. Unless we win the game, we won't go to Seoulland.

Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.


Can you use if not?


Conduct the drill chorally 1 time with pointing the sentence. Nominate for individual drilling.

Unless you study hard, you won't pass the exam.

Unless you leave now, you will be late.

Unless you invite him, he won't come to your birthday party.

Stage Name: Controlled Practice		
Purpose of this stage: students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.		
Materials: worksheets.		
Timings	Interactions	Procedure
30 sec	T	Instructions. Hold up the worksheet, point to exercise A. Exercise A says to complete each sentence with a verb that makes sense and change the sentence with unless or if not. Unless you <u>do</u> your homework, your mom won't let you go out. If you <u>don't do</u> your homework, your mom won't let you go out. ICQ. Will you find out verbs for each sentence? (Yes) Will you change unless to if not and if not to unless? (Yes) Hand out.
3 min	S	Students do a worksheet.
1 min	S - S	Pair check.
2 min	T - S	Feedback to check accuracy. Board correct answers visually.
Stage Name: Less Controlled Practice		
Purpose of this stage: students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
Materials: worksheets.		
Timings	Interactions	Procedure
30 sec	30 sec	Instructions. Hold up the worksheet, point to exercise B. Turn over the worksheet. Exercise B says look at the picture below and make unless/if conditionals. 
3 min	S	Students do the worksheet.
1 min	S – S	Pair check.
2 min	T - S	Feedback to check accuracy.
Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: Picture		
Timings	Interactions	Procedure
30 sec	T	Instructions.

		<p>Look at the screen. Have you ever heard about him? He is Dale Carnegie, a famous American writer. He says, "You never achieve success unless you like what you are doing." Do you agree? Talk to your partner.</p> 
8 min	S - S	Students discuss about the quote using target language naturally.
1 min	T - S	Feedback
Stage Name: Wrap-up		
Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.		
Materials: None		
Timings	Interactions	Procedure
1 min	T – S	Offer delayed corrections to the previous stage. Look at the board. Here are some sentences I heard. Tell me how to correct them.
30 sec	T	Set homework. Search for Dale Carnegie and share it with the class at the next lesson. Inform students about the topic for the next lesson We will review the 1 st conditional and move to the 2 nd conditional.

Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		

Worksheet: Unless

Exercise A

Complete each sentence with a verb that makes sense and change the sentence with unless or if.

Example

Unless you do your homework, your mom won't let you go out.

→ If you don't do your homework, your mom won't let you go out.

1. Unless I _____ you, you can assume the train is on time.

→ If I _____ you, you can assume the train is on time.

2. We _____ to the coast tomorrow unless it rains.

→ We _____ to the coast tomorrow if it _____.

3. We could eat at Maze Grill if they're not _____ on a Monday.

→ We could eat at Maze Grill unless they _____ on a Monday.

4. Unless the alarm clock _____, I never wake up on time.

→ If the alarm clock _____, I never wake up on time.

5. I can't let you in unless you _____ me the password.

→ I can't let you in if you _____ me the password.

Answer

1. Unless I call you, you can assume the train is on time. -> If I don't call you, you can assume the train is on time.

2. We will go to the coast tomorrow unless it rains. -> We will go to the coast tomorrow if it doesn't rain.

3. We could eat at Maze Grill if they're not closed on a Monday. -> We could eat at Maze Grill unless they are closed on a Monday.

4. Unless the alarm clock rings, I never wake up on time. -> If the alarm clock rings, I never wake up on time.

5. I can't let you in unless you give me the password. -> I can't let you in if you don't give me the password.

Worksheet: Unless

Exercise B

Look at the picture below and make unless/if conditionals.



1. _____
2. _____
3. _____
4. _____

Answer

1. Unless you exercise, you will gain some weight. 2. If you exercise, you will be healthy. 3. Unless you work out every day, you will lose the chances. Unless you control your diet, you won't stay slim. 4. If you control your diet, you will have a great body.

Picture 4



You never achieve success
unless you like what you are
doing.

Dale Carnegie

Filler – “I Love”

I Love is a filler activity that focuses on students’ personal interests. It’s great for boosting classroom energy and useful for students to get to know one another better as well. It is perfect for those few minutes you have left in class, acts as an excellent warm-up activity and serves as a powerful “get to know you” exercise for the beginning of a new year. Some similar activities you can implement can be found online as well.

Here’s how you can use this filler activity in your class:

1. First things first, give your students an example. Start the activity by telling your class a few things you love. For example, “I love dogs” or “I love to travel.”
2. Next, ask Student A what he or she loves. They may say, “I love English class.”
3. You’ll then repeat what they love and say something you love. For example, “Student A loves English class, but I love travel.”
4. Then point to Student B. Student B will say, “teacher loves travel, but I love pizza” and then point to Student C, who will say, “Student B loves pizza, but I love my dog Harry.”

The momentum will build as students each engage in listening and saying what they love. This ESL filler activity is certainly simple, but very fast paced.