

**Teacher:** Ms. Aymen I. Chaudhry (Emaan)

<b>Subject:</b> English	<b>Level:</b> Advanced	<b>Topic:</b> Third (3 <sup>rd</sup> ) conditionals
<b>Course/Programme:</b> TEFL	<b>Resources:</b> Projector, Whiteboard, Markers, PPT, Cut-out sentence cards, Flash cards, Paper, Pencils & Worksheet	<b>Duration:</b> 45 minutes

<b>Target Language:</b> English	<b>Strategy:</b> Peer & Group work
---------------------------------	------------------------------------

<p><b>General Objectives:</b> By the end of this lesson the students will be able to:</p> <ul style="list-style-type: none"> <li>- Differentiate between <i>first</i> (1<sup>st</sup>), <i>second</i> (2<sup>nd</sup>) and <i>third</i> (3<sup>rd</sup>) conditionals.</li> <li>- Identify and practice <i>third</i> (3<sup>rd</sup>) conditionals.</li> <li>- Demonstrate understanding of <i>third</i> (3<sup>rd</sup>) conditionals.</li> <li>- Formulate meaningful sentences using <i>third</i> (3<sup>rd</sup>) conditionals to express their own opinions and answer <i>third</i> (3<sup>rd</sup>) conditional questions.</li> </ul>	<p><b>Specific Objectives:</b> By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>- Review <i>third</i> (3<sup>rd</sup>) conditionals.</li> <li>- Match the pictures with relevant sentence cards.</li> <li>- Create simple sentences with <i>third</i> (3<sup>rd</sup>) conditionals.</li> <li>- Apply the learned skill in the worksheet provided.</li> </ul>
---	--

<p><b>Anticipated Problem(s):</b> <i>Students:</i> - The lesson is too complex for the students and runs slower than expected.</p> <ul style="list-style-type: none"> <li>- The lesson is too easy/boring for the students and runs faster than expected.</li> </ul> <p><i>Teacher:</i> Absence of a projector or the projector does not work.</p>	<p><b>Solution(s):</b> <i>Students:</i> - Allocate more time for discussion with peers to ensure the students get their puzzles right.</p> <ul style="list-style-type: none"> <li>- Provide the students with an additional activity to solve in the classroom.</li> </ul> <p><i>Teacher:</i> Use the whiteboard to proceed with the lesson.</p>
--	--

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Read puzzle strips (cut-out sentence cards) to form meaningful sentences. (<i>Reading</i>)</li> <li>- Match puzzle strips to produce meaningful sentences. (<i>Writing</i>)</li> <li>- Question peers to find the other half of the puzzle to complete a sentence. (<i>Listening and Speaking</i>)</li> </ul>	<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>- Students may be unfamiliar with the forms of the <i>third</i> (3<sup>rd</sup>) conditionals.</li> </ul>
--	---

Procedure:	Phase	Timing	Interaction
------------	-------	--------	-------------

<i>Warm-up</i>			
----------------	--	--	--

<ul style="list-style-type: none"> <li>• Review <i>first</i> (1<sup>st</sup>), <i>second</i> (2<sup>nd</sup>) conditionals by giving examples as taught in the previous lesson.</li> </ul>	Engage	2 mins	T - Ss
--	--------	--------	--------

<ul style="list-style-type: none"> <li>• Compare the <i>first</i> (1<sup>st</sup>) conditional with the <i>second</i> (2<sup>nd</sup>).</li> </ul>	Activate	3 mins	T - Ss
--	----------	--------	--------

<i>Lesson Introduction</i>			
----------------------------	--	--	--

<ul style="list-style-type: none"> <li>• Introduce the lesson about the <i>third</i> (3<sup>rd</sup>) conditionals and help the students to differentiate, understand, identify and use it correctly in sentences.</li> </ul>	Engage	5 mins	T - Ss
---	--------	--------	--------

<ul style="list-style-type: none"> <li>• Clarify that the <i>third</i> (3<sup>rd</sup>) conditional is like a dream, but with no possibility of the dream coming true.</li> </ul>			
---	--	--	--

<i>Presentation</i>			
---------------------	--	--	--

<ul style="list-style-type: none"> <li>• Explain that the <i>third</i> (3<sup>rd</sup>) conditional is called the '<i>past unreal conditional</i>', it being for <i>past</i> actions. They describe something that <i>didn't</i> happen. We can use <i>third</i> (3<sup>rd</sup>) conditionals to talk about <i>impossible</i> conditions because they are in the <i>past</i> and we cannot change what happened.</li> <li>• Inform the students about the <i>third</i> (3<sup>rd</sup>) conditional structure: <i>If + Subject + Had + Past participle + Subject + Modal + Have + Past participle</i></li> <li>• Examples: <i>Could:</i> If I had known about the workshop, I could have gone. <i>Should:</i> If you had known about the workshop, you should have told me.</li> </ul>	Engage	10 mins	T - Ss
---	--------	---------	--------

<p><i>Might</i>: If he had known about the workshop, he might have gone.  <i>Would</i>: If I had known about the workshop, I would have gone.</p>				
<b>Practice</b>				
<ul style="list-style-type: none"> <li>Write the following example on the board for the <i>third (3<sup>rd</sup>) conditional</i>:  <i>"I decided to become a photographer when I was 23, because I wanted to travel the world and work at the same time. If I hadn't become a photographer, I would have moved to New York."</i></li> <li>Inform the students that this was a <i>third (3<sup>rd</sup>) conditional</i> sentence and ask them about its formation by putting prompts on the board:  <i>"If / I / not / become / photographer / move / New York"</i></li> <li>After they have given some idea, write the full sentence:  <i>"If I had not become a photographer, I would have moved to New York."</i></li> <li>Elicit the form:  <i>"If + Had + Past participle + would + Have + Past participle"</i></li> <li>Drill new sentences using the <i>third (3<sup>rd</sup>) conditionals</i> on the board.</li> <li>Ask students some <i>concept questions</i> and ask them write a paragraph using the <i>third (3<sup>rd</sup>) conditional</i> form to check their understanding.</li> <li>Provide the students with worksheets to solve independently. Working in pairs, ask students to re-organize and compare their answers in pairs and check them.</li> </ul>		Engage	10 mins	T - Ss
<b>Production</b>				
<ul style="list-style-type: none"> <li>Distribute cut-out sentences from the worksheets. Put the words of each of the sentences into their own envelope and write the number of the sentence. Divide the students into pairs and give each pair a cut-out sentence which they must reorganize into a <i>third (3<sup>rd</sup>) conditional</i> sentence. If they find the answer to be incorrect they must keep trying, otherwise they should write it down in their notebooks, along with the number of sentence. After that provide them with the next sentence to reorganize, the sentences can be given in any order. Each group then presents their answers.</li> </ul>		Activate	10 mins	Ss - Ss
<b>Activity</b>				
<ul style="list-style-type: none"> <li>Set up the activity as a race. Divide the students into pairs and write the names of each pair on the board. Every time they complete a sentence, write the sentence number on the board next to their names. The objective is to complete all 5 sentences at first, so that the students can keep track of how many sentences other pairs have completed, by viewing the board.</li> </ul>		Activate	5 mins	T - Ss
<b>Assessment</b>		<b>Evaluation</b>		
<p>Classroom Assignment(s):</p> <ul style="list-style-type: none"> <li>On the board, write <i>four (4)</i> beginnings of the <i>third (3<sup>rd</sup>) conditional</i> sentences and ask students in pairs to discuss how they would finish the sentences and monitor their pronunciations: <ul style="list-style-type: none"> <li><i>If they hadn't come here today, I would have ...</i></li> <li><i>If I'd found \$100 before school today, I would have ...</i></li> <li><i>If I'd won the lottery recently, I would have ...</i></li> <li><i>If I'd met an alien this morning, I would have ...</i></li> </ul> </li> <li>Assess their knowledge of the <i>third (3<sup>rd</sup>) conditionals</i> by handing them out the worksheets to solve independently.</li> <li>Class Participation.</li> </ul>		<ul style="list-style-type: none"> <li>Checklist <ul style="list-style-type: none"> <li>Rubric ✓</li> <li>Mark Scale ✓</li> <li>Observation ✓</li> </ul> </li> </ul>		

Homework Assignment(s):	
<ul style="list-style-type: none"> <li>- Ask students to answer the following questions and monitor carefully to see if they are using the correct forms. <ul style="list-style-type: none"> <li>▪ <i>Have you ever had to make a really big decision?</i></li> <li>▪ <i>Can you imagine what would have happened if you hadn't made that decision?</i></li> </ul> </li> </ul>	
<b>Multi-level Students</b>	
○ <b>Below Level Ss:</b> Work with them to identify, define and explain the rules of the <i>third (3<sup>rd</sup>) conditionals</i> .	
○ <b>On Level Ss:</b> Encourage Ss to identify and use the <i>third (3<sup>rd</sup>) conditionals</i> accurately in sentences.	
○ <b>Above Level Ss:</b> Encourage Ss to write a dialogue using the <i>third (3<sup>rd</sup>) conditionals</i> .	
<b>Wrap-up</b>	<b>Reflection</b>
<ul style="list-style-type: none"> <li>• What is the <i>third (3<sup>rd</sup>) conditional</i> structure? Give some examples.</li> <li>• Summarize the lesson by asking students their thoughts on the lesson. Collect their sentences to assess their knowledge of <i>third (3<sup>rd</sup>) conditionals</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Students with great interest were able to understand the <i>third (3<sup>rd</sup>) conditionals</i> and enjoyed doing the activities.</li> </ul>

**Date:** 26-05-2015