***LESSON PLAN V***

**Subject:** Conditional sentences in English. **Time:** 45mins **Level:** 8th Grade, Primary School

**Aims of the lesson:**

- to introduce grammar information about the structure of a conditional sentence

- to introduce Ss with 1st and 2nd Conditional

- to practice listening and speaking skills

- to practice sentence patterns

- students make use of ICT

**Techniques and methods of work:**

**-** brainstorming ideas

-audiovisual

- game-based learning

- information gap

-pair/group work

- individual work

**Assumed knowledge:**

- stating conditions

- distinguishing between 1st and 2nd Conditional

- recognising conditional sentences in a real context

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | Playing a short game **Word chain** with the vocabulary from the previous lesson (jobs).  Teacher says a word starting with the letter A and chooses a student to add another word starting from the next letter of the alphabet. They continue until Ss are able to give examples. | To revise the vocabulary introduced during the previous lesson | T-S  S-S | 3’ | Flashcards and pictures presenting jobs and professions |
| Presentation | T presents the topic of the lesson and explains what is the main aim of it.  Next T asks Ss to watch a short presentation that includes a number of movie fragments and each of them gives an example of movie dialogues with the use of conditional sentences.  Ss decide which fragment they liked most and T writes the sentences from this movie on the board. Ss discuss the meaning of the sentence. On the basis of it T explains the structure of a typical conditional sentence and presents the two types of conditionals – 1st and 2nd . Ss write a short note in their notebooks. | To introduce the grammar material.  To show the new grammar point by means of real language that Ss are familiar with.  To introduce the grammar material. | T- Ss  S –Ss  Ss-Ss  T – Ss  Ss - T | 5’  10’ | YouTube online resources <https://www.youtube.com/watch?v=naj934fqrq0&t=14s> |
| Controlled Practice | Ss complete an interactive activity that requires putting into correct order mixed parts of a conditional sentences. The types of conditionals are mixed, too. Ss read aloud the answers. | To practice the structure of a conditional sentence | T – Ss  S-Ss  Ss-Ss | 7’ | <https://www.gamestolearnenglish.com/conditional-sentences/> |
| Controlled Practice | T asks Ss to work with their workbooks and complete 2grammar activities in it.  \*any grammar activity can be used instead | To memorise and drill the pattern of a conditional sentence. | S-S  S-Ss  Ss-Ss | 5’ | Repetytorium Ósmoklasisty –Workbook |
| Controlled Practice | Ss listen to fragments of a few songs with the lyrics and follow the text. In the lyrics they can find a number of different conditional sentences and they make a list of them. Each S should recognize and write down 2 sentences. | To show the use of conditionals in a real life language. To practice conditional sentences. | S-S  Ss-Ss  S-Ss | 5’ | <https://www.youtube.com/watch?v=jUvQyJgIQSM> |
| Production | Ss work in groups of 4 ( T divides the Ss by means of tossing cards with words IF/ I/ WERE/ YOU. All the Ss with Ifs sit together, all the Ss with WEREs sit together and so on.  In groups they compare their notes from the previous activity (2 sentences from the songs) and choose 1 sentence to start a chain of conditions. T presents by means of a PowerPoint presentation what should it look like. *If I were a boy even just for a day,…. I’d start playing soccer. If I started playing soccer I’d……* Following the instruction Ss make a condition chain (5-6 sentences). Ss can use online dictionaries on tablets or their phones.  Groups present their work to the rest of the class. | To practice building conditional sentences. To practice speaking skills. | T-Ss  S-Ss  Ss-Ss | 8’ | Tossing cards  Tablets  PowerPoint presentation |
| Homework | Ss prepare a PowerPoint presentation using the condition chains they have done during the production stage (each group prepares 1 presentation) using their sentences and pictures and even voice recordings if they want and feel eager to record themselves. | To motivate Ss to speaking.  To encourage Ss to play with the newly learnt material as well as with the language itself. | S-Ss  Ss-Ss | 2’ | PowerPoint presentation presented during the production stage. |