

level : 2 Bac	Textbook: Insights
Date : 13/04/2016	Time : 50 min
Unit: 9	Theme: Advances in science and technology
Lesson: Grammar	Topic: conditional type 3
Skills integrated: All skills	References/ Materials: Ticket 2 English, Chalkboard, Teacher's notes, ICT

## Standards:

## Language development

## ❖ Learn and use conditional type 3

## Competencies:

- ❖ By the end of this session, students should be able to:
  - Notice conditional type 3 sentences
  - Identify the form and meaning of conditional type 3
  - Use conditional type three to talk about past regrets

Stages/ Timing	Lesson Procedures/ Activities	Techniques/ Materials	Mode of work
<b>Warm-up (5 min)</b>	<ul style="list-style-type: none"> <li>➤ T greets Ss</li> <li>➤ T shows Ss a genie on the slide and tells them they he granted them three wishes</li> <li>➤ Ss make wishes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Slides</li> <li>➤ Genie game</li> </ul>	T – S S - T
<b>Personal link</b>	<ul style="list-style-type: none"> <li>➤ T asks Ss “what if the genie gives you a lot of money, are you going to spend it or save it?”</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eliciting</li> </ul>	T – S S- T
<b>Engage (15 min)</b>	<ul style="list-style-type: none"> <li>➤ T creates a situation of a man called John, who has a lot of money, but he didn't save it, and regretted the fact later on.</li> <li>➤ T elicits the statement of regret from Ss (e.g. If John hadn't spent all his money, he would have bought a house)</li> <li>➤ T writes the sentence on the bb</li> <li>➤ T elicits the structure of conditional type three</li> <li>➤ T asks some concept checking questions (e.g. Did John save his money? Did he bought the car?)</li> <li>➤ T elicits the meaning/use of conditional type 3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Situation</li> <li>➤ Eliciting</li> <li>➤ Concept checking</li> <li>➤ Eliciting</li> </ul>	T – S S – T T – S S – T T - S S - T
<b>Study (20 min)</b>	<ul style="list-style-type: none"> <li>➤ T gives Ss a set of cut up sentences.</li> <li>➤ Ss work in pairs and reorganize them into conditional type 3 sentences</li> <li>➤ T monitors and checks which pairs got all the sentences correct</li> <li>➤ T asks Ss to write the sentences on the bb</li> <li>➤ T asks Ss to go to p 135 of their textbook and do exercise 4 in their exercise copybooks</li> <li>➤ T gives an example on the bb</li> <li>➤ Ss are asked to compare their answers</li> <li>➤ T conducts whole class correction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strips</li> <li>➤ Matching</li> <li>➤ BB</li> <li>➤ Sentence transformation</li> <li>➤ Peer correction</li> </ul>	Pair Collect. Indiv. Pair Collect.
<b>Activate (10 min)</b>	<ul style="list-style-type: none"> <li>➤ T asks Ss to think of a situation in the past that they regret, and write sentences about it using conditional type 3.</li> <li>➤ T writes an example on the bb (e.g. you wanted to study in another school)</li> <li>➤ Ss share their answers with the class</li> </ul>	<ul style="list-style-type: none"> <li>➤ Free practice</li> </ul>	Indiv. Collect.
<b>Reflections</b>			