

LESSON PLAN

Region: Centre-Est

School: Lycée Départemental de Komtoega

Teacher: Mr N’GROUMBA Kokou

Date: May 2020

Level: Form II A

Duration: 55mns

Size: 60 - Boys: (35) – Girls: (25)

Absentees: () - Boys: () - Girls: ()

LESSON	<p><u>NATURE OF THE LESSON:</u> Grammar.</p> <p><u>TITLE OF THE LESSON:</u> If clause type I (the first conditional)</p> <p><u>AIM:</u> To help my form II pupils talk about probabilities using the “<i>If clause – first type</i>”.</p> <p><u>OBJECTIVES:</u> By the end of this lesson, form II pupils will be able to:</p> <ul style="list-style-type: none">– identify the different clauses in a first conditional sentence,– give the tense structure in a first conditional sentence,– put the verbs into their right tenses,– make correct and meaningful sentences with “<i>if clause – type I</i>”.
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- ✓ **Prerequisites:** The pupils have already seen the simple present and the simple future.
- ✓ **Anticipated problem:** The pupils may confuse the tenses in the different clauses.
- ✓ **Anticipated solution:** The teacher will remind them the tense structure of the first conditional.
- ✓ **Teaching aids:** board, duster, chalks, bucket of water, etc...

Unfolding of the lesson

➤ *Greetings and Warm up* (03 mns)

The teacher enters the classroom, greets the pupils, and asks them to sing: “*There was a farmer who had a dog*”. After that he asks a volunteer to tell the date and then write it on the board

➤ *Leading* (02 mns)

Teacher: I need a volunteer to remind us how we conjugate a verb into the simple future.

Expected answer: To conjugate a verb into the simple future, we use the defective verb “will” or “shall” plus the given verb in the infinitive form without “to”.

Teacher: Class, is he right?

Class: Yes he is!

Teacher: Very good! Someone else to give the structure.

Expected answer: subject + will / shall + infinitive (- to) + object.

Teacher: Class, is it correct?

Class: Yes it is!

Teacher: Perfect, thank you!

➤ **Stage I:** *Presentation* (08 mns)

Step 1: Announcement of the day’s lesson. (1mn)

Teacher: Today we are going to see a grammar lesson on “*If clause – type I*” or “**the first conditional**”.

- ❖ The teacher writes the nature and the title of lesson on the board.

Step 2: Content of the lesson (7mns)

☞ ***If clause – type I or (the first conditional).***

Sentences:

- *If we learn our lessons, we will succeed.*
- *If you are polite, you shall not insult old people.*
- *If I don’t do my homework, the teacher will punish me.*

- ❖ After writing these sentences on the board, the teacher asks the pupils to analyse them and say how many verbs are conjugated in each sentence.

Expected answer:

There are two verbs conjugated in each of these sentences.

- ❖ The teacher asks the other pupils if they agree with the answer, then he congratulates the pupil who gives the right answer, then he explains the pupils that each sentence can be divided into two short sentences basing on the number of the conjugated verbs. The

short sentences are called “**clauses**”; so we have two clauses in each sentence: the “**if clause**” and the “**main clause**”.

Example:

If we learn our lessons	We will succeed
If clause	Main clause

- ❖ The teacher asks the pupils to analyse the sentences again and give the tense of the verbs in each clause.

Expected answer:

The verbs in the if clauses are in the simple present and the verbs in the main clauses are in the simple future.

- ❖ Again the teacher asks the other pupils if the answer is correct, then he congratulates the pupil or the pupils who give(s) the right answers and writes the structures of the two clauses on the board.

Structures:

If clause	Main clause
If + subject + simple present + (object)	Subject + simple future + (object)

Note: We can start the sentence by the main clause. In this case, there is no comma (,).

Examples:

- **If you are polite, you shall not insult old people.**
☞ **You shall not insult old people if you are polite.**

➤ **Stage II: Practice** (19 mns)

Activity I: Oral activity (07 mns)

Step 1: Teacher / pupils’ interaction. (03 mins)

Instruction: Ok class, listen carefully to me, I’m going to give you sentences with verbs in the infinitive form, and you will conjugate each verb in the right tense.

For example:

Sentence: If you (to listen) to the teacher, you (to understand) the task.

Answer: If you listen to the teacher, you will understand the task.

Sentences:

- 1- If you (to give) me your book, I (to read) it.
- 2- We (to play) football if my friend (to come).
- 3- You (not to succeed) if you (to joke) in the classroom.

Expected answers:

- 1 – If you give me your book, I will read it.
- 2 We will play football if my friend comes.
- 3 – You will not succeed if you joke in the classroom.

Step 2: Pupils / pupils’ interaction (04 mins)

Instruction: The teacher asks a pupil to give a first conditional sentence with infinitive verbs and another pupil to conjugate these infinitive verbs in the right tense. He listens carefully to the sentences and the answer given by the pupils to be sure if they are meaningful and correct.

Example

Pupil₁: If I (to get) some money, I (to buy) a new bike.

Pupil₂: If I get some money, I will buy a new bike.

After listening to three (03) pupils and the answers given by the others, the teacher congratulates the class and then instructs them to take their exercise books for the written activity.

Activity II: *written activity (12 mins)*

Step 1: *Task completion (5 mins)*

Instruction: Choose the correct form of the verbs from the proposals (a, b, c) to replace the verbs between parentheses in the following sentences.

- 1 – He (to help) you if you ask him politely.
a- helps b- will help c- helped
- 2 – If I (to go) to Mecca, I will see the Kaa’ba.
a- gone b- went c- go
- 3 – If they (not to play) well, they will lose the match.
a- Do not play b- not play c- play not
- 4 – We (not to eat) if my mother does not cook.
a- Will not eat b- will eat not c- not will eat
- 5 – If you (not to pay) attention on the road, you will get an accident
a- not pay b- does not pay c- do not pay

Step 2: *Correction of the written activity (5 mins)*

The teacher instructs the pupils to exchange their exercise copybooks with their neighbours then he asks some volunteers to give the answers. After listening to them, he asks them to write the correct answers on the board.

Expected answers

- 1 – He will help you if you ask him politely.
2 – If I go to Mecca, I will see the Kaa’ba.
3 – If they do not play well, they will lose the match.
4 – We will not eat if my mother does not cook.
5 – If you do not pay attention on the road, you will get an accident.

Step 3: *Evaluation (2 mins)*

After the correction, the teacher asks the pupils to mark their neighbours’ books (“1” for each correct answer and “0” for each wrong answer). Then he evaluates them by checking how many pupils got 5/5; 4/5; 3/5; 2/5; 1/5 and 0/5. He praises those who got 5/5, congratulates those who got 4/5 and 3/5 to make more effort next time, then he advises those who did not get the average to pay attention next time and listen to the teacher.

➤ **Stage III:** *Production (23mins)*

Step1: *Per table work (07mins)*

Instruction: with your neighbor(s), build four (04) correct sentences using the structures of if clause – type I.

- ❖ When the pupils are performing the task, the teacher goes round the classroom to make sure that the pupils are really dealing with the work. He tries to clarify some difficulties that some groups face.

Step2: Feedback and adjustments (8mns)

- ❖ The teacher sends a pupil to the board. He listens to three (03) or four (04) groups, then with the rest of the class they correct and adjust the wrong sentences. He asks the pupil sent to the board to record the meaningful sentences on the board.

Step3: Follow up (4mns)

Instruction: Once at home, answer these questions.

- 1°) What will you do if you get your BEPC exam?
- 2°) What will pupils do if they see a teacher?
- 3°) What will you do if you copy down the lesson?
- 4°) What will you buy if you get some money?
- 5°) What will she do if she goes to the market?

Step4: Note taking and administrative duties (4mns)

The teacher instructs the students to take notes (precising that the “*follow up*” is to be taken in the exercise copybooks) while he is accomplishing administrative duties.

Step5: *closing*

The teacher thanks the students for their attendance to the course and their attention. He reminds them to do the homework before the next class and says goodbye.