

Introducing Type 1 Conditional Tense

Name Andrew Peterson	Title or explanation Introducing Type 1 Conditional Tense	Time 60 minutes
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Level/Age Age 8-12; level low-intermediate
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Language focus <u>Target language:</u> “If I [action], then I will [result].” “What will happen if I [action]?” <u>Specific language skill focus:</u> Speaking <u>Culture:</u> N/A
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Student learning objective and assessment activity By the end of the lesson, SWBAT ... use Type 1 conditional tense to predict outcomes of common/everyday actions (“If I..., then I will...”) by doing a chain story activity.

Ongoing assessment Monitoring in Steps 3-8; “Pass the Ball” in Steps 4,6,7; Whiteboard activity in Step 3.
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Students’ background knowledge and abilities in relation to the topic of the lesson This lesson is based on the assumption that students know simple past tense and simple future tense, as they comprise the 2 components of a Type 1 conditional sentence structure.
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Challenges and solutions <u>Challenges:</u> Ss not grasping construction. Keeping vocabulary appropriate to ages and abilities. <u>Solutions:</u> Monitoring, checking in, correcting (enlisting other Ss)

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1	E	5	<ul style="list-style-type: none"> - Display picture of wizard looking into crystal ball. Greet students, make contact, check in, then ask <i>"Can anyone of you predict (see) the future?"</i> - Display several images and ask Ss to describe what's happening in them; aim to elicit the result from them. - Pictures may show a rainy day, someone knocking over a paint can or glass of milk, someone running after a bus, balloon + pin, etc. - Ask a student to describe a picture; another student is likely to raise hand and exclaim what will happen next. If not, ask someone in the class. - Introduce topic: <i>"Guess what? You ALL really CAN predict the future and today we're going to talk about how to do it."</i> 	T-Ss	<ul style="list-style-type: none"> - Create rapport - Activate schema - Acclimate Ss to the TL as well as my voice/pronunciation - Introduce topic
2	E/I	5	BRAINSTORMING — FIRST CHUNK <ul style="list-style-type: none"> - T explains "If" something happens, something else "will" be the result. - T models with examples from his/her life. i/e, "If I drive too fast I will get a speeding ticket," or "If I exercise, I will be healthier." - T goes around the room asking Ss to give an example in their life. (Give prompt: <i>If you do something after school, what WILL happen?</i>) - Clarify the construction, write TL on board, "We're going to use this kind of sentence to predict the future." 	T-Ss	<ul style="list-style-type: none"> - Activate background knowledge - Ss begin using TL independently - Affirm Ss understanding; instill confidence
3	I	8-10	RIGHT OR WRONG CHECKLIST <ul style="list-style-type: none"> - Give each S a sheet of 12 sentences, some correct, some incorrect. Right column has smiley and yuck emojis that Ss circle as appropriate. - Ss Work alone - 2-3 minutes - Ask CCQ questions - Ss choose a partner, compare answers - Monitor - Display sentences - Ss take turns going up to board and sticking appropriate emoji card next to sentences. - If an S IDs an incorrect sentence, ask another S to correct. 	T-Ss S-S Ss	<ul style="list-style-type: none"> - Ss see/identify correct TL structure in contrast to incorrect. - Ss practice speaking TL. - Ss identify and correct errors in TL – establishing selves as new experts. - Quiet time to reflect/absorb
4	I	10	CONCENTRATION GAME <ul style="list-style-type: none"> - Remove TL support - Groups of 3-4 - Each group gets a set of 6 pairs of cards, each with 2 halves of a sentence. - Arrange cards face down. Ss take turns choosing pairs. If they draw a mismatch they replace cards in same locations. Most matches wins. - Monitor - Regroup, every S reads a card pair. - Silly sentences! Every S give someone else their "If" card. Then ball toss to a few to say their silly sentences. - Cocktail to get Ss properly matched. - Monitor 	T-Ss Ss-Ss	<ul style="list-style-type: none"> - Ss fully active in learning. - VAKT to assist Ss with various learning modalities. - Ss practice TL in minimally controlled environment. - Ss identify/correct errors in meaning.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
5	E/I	5	QUESTION FORM — SECOND CHUNK <ul style="list-style-type: none"> - Introduce “What will happen if?” by returning to the pictures and introducing new ones of the results (umbrella, popped balloon, spilled milk, late for work, etc.) - Display new TL on board - Ask Ss “What will happen if...” with pictures. - Ss answer using original TL. - Ss ask each other the question form; T monitors 	T-Ss Ss	<ul style="list-style-type: none"> - Listening before speaking - Ss build on original TL to extend learning - Ss begin to practice speaking newly introduced TL
6	I	5	DIALOG STRIPS <ul style="list-style-type: none"> - Ss in pairs, each pair gets a set of dialog strips (4 pairs of Q/As, ?s in one color paper, As in another). - One S reads a ?, the other replies with the proper A, they pair the strips on the table. - Ss switch places and repeat. - CCQ questions before beginning, - Monitor - “Pass the ball” activity – Pair gets the ball, they read 1 dialog. 	T-Ss S-S Ss	<ul style="list-style-type: none"> - Ss practice applying new TL in context - Ss distinguish meaning as well as TL form.
7	I	10	“TAKE A HIKE!” GAME <ul style="list-style-type: none"> - Remove Support - Small group game with trail map, trail cards, and answer sheets - CCQ questions before beginning, - S draws a trail card, uses TL to ask “What will happen if we take [name of trail]?” - Other Ss collaborate to find answer, “If we take [trail] , we’ll hike to [destination].” - Ss take turns writing answers - Monitor - When “trip” is complete, group takes turns reading dialog aloud. - “Pass the ball” — Each S reads/speaks 1 dialog. 	T-Ss Ss-Ss	<ul style="list-style-type: none"> - VAKT modalities supported - Practice in less controlled environment - “Adventure” theme of game maintains interest as lesson reaches end. - Exercise integrates collaborative problem-solving.
8	F	10-12	CHAIN STORY <ul style="list-style-type: none"> - Model the activity. - Divide class into 2 lines, Ss in one line get a story sheet, each with a starter question. - Ss with papers cross space to S opposite, ask question, write answer, hand off paper to that person. - S now with paper write new ? based on their answer. Line without paper mixes up. - Repeat to fill 5 lines. - Then Ss pair up and read their chain stories alternatively. 	T-Ss Ss-Ss	<ul style="list-style-type: none"> - Ss are active in their learning. - Activity extends TL in open-ended manner as Ss build demo fluency by building creative stories.

STEP 1 IMAGES

“Conversation Starter”



























Topic Prompt Images













STEP 3

Right-or-Wrong Checklist Handout

If you will finish lunch now, we will have more time to play.		
If we scores a goal now, our team will win the match.		
If Dad fixes the car, he will take us to the beach.		
If you will study more, you will get a better grade.		
If we win the lottery, we will be rich.		
If I can't call you today, I will call you tomorrow.		
If we will leave now, we will be on time for the concert.		
If you leave the milk on the counter, it will spoil.		
If you will stay up late, you will be sleepy tomorrow.		
If you ask the librarian, she will help you find the book.		
If you will leave your ice cream in the sun, it will melt.		
If you order the pizzas now, they will get here sooner.		

STEP 3

Right-or-Wrong ID Cards for whiteboard (12 of each)

STEP 4

Concentration Game Cards Example

**If you eat
too much
candy,**

**If you cut
yourself,**

**If you
clean your
room,**

**If you walk
in that
puddle,**

**If you
pump up
the ball,**

**If you ask
the teacher
for help,**

**you will
get sick.**

**you will
need a
Band-Aid.**

**Mom will
be happy.**

**your feet
will get
wet.**

**we will
play
soccer.**

**she will
say “yes.”**

STEP 5 IMAGES



STEP 6

Dialog Strips Example

(Qs and As would print on different colored paper stock; colored type here to indicate Qs and As)

What will happen if we finish our dinner?
If we finish our dinner, Grandma will give us dessert.
What will happen if we leave the windows open?
If we leave the windows open, the house will get cold.
What will happen if we study for the test?
If we study for the test, we will get good grades.
What will happen if Mom gets a better job?
If Mom gets a better job, she will make more money.

STEP 7

"Let's Take a Hike!" Game Board



STEP 7
“Let’s Take a Hike!” Cards

**ORANGE
TRAIL**

**PURPLE
TRAIL**

**RED
TRAIL**

**PINK
TRAIL**

**BLUE
TRAIL**

**YELLOW
TRAIL**

STEP 8
Chain Story Worksheet Example

QUESTION What will happen if you miss the school bus?*	ANSWER
QUESTION	ANSWER
QUESTION	ANSWER
QUESTION	ANSWER
QUESTION	ANSWER
QUESTION	ANSWER

*Other starter question examples:

- *What will happen if you find \$5?*
- *What will happen if you stay up too late?*
- *What will happen if it snows tomorrow?*
- *What will happen if no one washes the dishes?*