

## Lesson Plan

**Lecturer** : Somchay Makesavanh  
**Subject** : General English V (6172202)  
**Time** : 120 minutes.  
**Unit 11** : In your dreams.  
**Topic** : Hypothesis.  
           unless, supposing, in case ...

### Learning objectives:

- Students (Ss) will be able to learn conditionals.
- Ss will be able to learn new vocabulary.
- Ss will be able to learn phrasal verbs.

### Learning outcomes:

- Ss understand deeply of using conditionals.
- Ss have known more new vocabulary.
- Ss understand the use of phrasal verbs.

Content	Teacher's activities	Students' activities	Teaching aids
<b>I. Greeting (3')</b>  <b>1. Checking homework. (7)</b>	- T says 'Good morning everyone' to Ss - ask the head of class to report whether there is any absentee. - take note the absentees.  - ask three volunteers to read their writing paragraphs of personality. - reward the volunteers. - collect homework to give feedback.	- Ss say 'Good morning teacher' - the head of class report the numbers and names of absentees.  - Ss volunteer to read their own writing. - give volunteer a big hand. - hand in the homework to the teacher.	
<b>II. Introduction (5')</b>	- write the topics on the board - introduce the topics which will be taught. - point and read the topics and ask	- make a copy. - listen and take note. - listen and repeat after the teacher.	White board Marker Textbook

	Ss to repeat.		
<b>III. Procedure</b> <b>Activity 1: Real time or unreal time?</b> <b>(40')</b> <b>Page, 70.</b>	- introduce the grammar lesson of conditionals. - ask Ss to do the exercises on textbook; page, 70. - check the answers. - give feedback.	- discuss of using conditionals. - pay attention to do the exercises. - share and discuss the answers to the class. - take note into the notebook.	Textbook White board Marker

## Grammar explanation

### Conditionals

What are conditionals in English grammar? Sometimes we call them '**if clauses**'. They describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past) . They are made using different English verb tenses.

Conditionals are used to express a hypothetical situation. This is when you don't know if something will happen or not, so you make a guess about what the result might be.

### Real time or unreal time?

**Exercise:** These sentences all have verbs in the Past Simple. Tick (✓) those that refer to real past time. What do the others refer to?

1.  Did you see Lorenzo when you were in Italy?
2.  I wish I worked in the open air.
3.  If you didn't smoke, you wouldn't cough so much.
4.  When we lived in London we'd always travel by bus.
5.  I'd rather we lived in a small country town.
6.  It's time we had a new car.
7.  If only you were always as happy as you are today.
8.  Why didn't you come to the party?

**Exercise 2:** These sentences all have verbs in the Past Perfect. Tick (✓) those that express reality and cross (x) those which don't.

1.  I wish I'd said that.

2.  She asked me if I had known him for a long time.
3.  If I hadn't been so nervous, I would have passed the exam.
4.  If only you'd arrived five minutes earlier.
5.  I woke up and realized it had all been a terrible dream.
6.  What if they hadn't agreed to give you a pay rise?
7.  Had the water risen a bit more, our house would have been flooded.
8.  She told me she'd been given a car for her birthday.

**Exercise 3:** Complete the sentences with an auxiliary verb which expresses reality.

1. I wish you didn't bite your nails, but you **do**.
2. I wish I earned more, but I \_\_\_\_\_.
3. I should have listened to their advice, but I \_\_\_\_\_.
4. If only I could speak Spanish, but I \_\_\_\_\_.
5. If only he weren't so selfish, but he \_\_\_\_\_.
6. I wish my car would start, but it \_\_\_\_\_.
7. I wish you didn't argue all the time, but you \_\_\_\_\_.
8. If only I hadn't been fired, but I \_\_\_\_\_.
9. I wish I had a flat of my own, but I \_\_\_\_\_.

**Wishes and regrets (Present and past wishes)**

**Exercise 1:** Use the words from the columns to make as many correct and logical sentences as you can.

I wish	you I	were could would had	come. rich.
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**Exercise 2:** Choose the correct alternative in the following sentences. Sometimes two are possible.

1. I really wish I *can / could / was able to* speak another language.
2. I wish it *wasn't / wouldn't be / isn't* so cold. I hate the winter.
3. It's time we *have / had / have had* a holiday.
4. Our holiday was a disaster. I'd rather we *didn't go / hadn't gone / weren't going*.
5. The party was brilliant after you left. You should *stay / had stayed / have stayed* longer.
6. I wish you *don't speak / didn't speak / wouldn't speak* so quickly. I can't follow you.
7. What were you doing on that wall? Supposing you'd *had / would have / hadn't had* an accident?
8. She'd rather her grandchildren *live / lived / had lived* nearer. Then she could see them more often.

**Exercise 3:** Rewrite the sentences so they have similar meanings, using the words in brackets.

1. I'm sorry I didn't invite him to the party. (wish)  
\_\_\_\_\_
2. Why weren't you watching the road? (If only)  
\_\_\_\_\_
3. I regret saying that to her. (If only)  
\_\_\_\_\_
4. I shouldn't have hit him. (wish)  
\_\_\_\_\_
5. I don't want you to tell her. ('d rather)  
\_\_\_\_\_
6. I don't like it when Meg stays out so late. (wish)  
\_\_\_\_\_
7. I regret I didn't work harder for my exams. (should)  
\_\_\_\_\_

<p><b>Activity 2: Third conditional.</b> <b>Page, 72. (30')</b></p>	<ul style="list-style-type: none"> <li>- introduce the use of the Third Conditional.</li> <li>- explain the directions to do the exercise.</li> <li>- ask Ss to complete the reading article.</li> <li>- check the answer (Teacher read the reading article sentence by sentence slowly; pause each blank</li> </ul>	<ul style="list-style-type: none"> <li>- listen and take note.</li> <li>- pay attention to listen and do exercise.</li> <li>- share the words which completed into each blank.</li> </ul>	<p>Textbook White board Maker</p>
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and ask the Ss to say out the word which they completed).

- write the correct word on the board.
- ask Ss to translate the reading article into Lao language.
- allow Ss to ask questions whether they need help according to difficulty vocabulary or grammar problem.
- discuss to the whole class.

- take note or do the correction.
- translate the reading article into Lao language.
- ask questions.
- share the ideas.

**Grammar Notes**

The **Third Conditional** expresses a past regret or shows a different outcome that would have happened if a certain condition had condition had been met.

**Exercise1:** Read the article and complete the story with the words in the box.

Would have ended up	was coming round
came to a sudden stop	it was boring
we were having	used to work
could see the face	didn't ever talk
I could do	was annoyed

**My first  
crash**

**by Philippa Forrester**

'When I was a poor student in Birmingham I (1) \_\_\_\_\_ in the holidays for spare cash. One year I spent six weeks in the accounts department of a local firm. (2) \_\_\_\_\_, but there was a lovely guy working there called John and I had a crush on him. A friend of mine used to drive me to an out-of-town aerobics class after work, and I remember on this particular day (3) \_\_\_\_\_ a girlie chat about my crush. She was obviously fascinated by my tale of infatuation because she was momentarily distracted from looking at the road, and she went round the corner a little too wide and crossed to the other side of the road.

Unfortunately for us, another car (4) \_\_\_\_\_ the corner in the opposite direction. But what made it all particularly bizarre was that I (5) \_\_\_\_\_ of the other drive – it was John from accounts!

I can remember starting to blush as we sailed straight into the side of his car. We (6) \_\_\_\_\_ with the sound of breaking glass from our headlights, and we got out, embarrassed, wearing our Lycra aerobics outfits.

What a ridiculous coincidence it all was. But I was secretly thrilled – all (7) \_\_\_\_\_ was stand with my mouth open and say: ‘Oh, look, it’s John from accounts!’ My friend exchanged insurance details with him and that was that. In a fairytale, John and I (8) \_\_\_\_\_ making a date, getting together and driving happily ever after. But he probably thought I looked an idiot in my Lycra outfit because he (9) \_\_\_\_\_ to me after that.

My friend’s car wasn’t too badly damaged, but she (10) \_\_\_\_\_ that it was her fault.

However, she also saw the funny side – that a crush had turned into a crash.’

**Exercise 2:** Now complete the sentences about the story, using the verbs in brackets in the third conditional. Careful! Sometimes you need to use the continuous form.

1. If philippa hadn’t been (be) a poor student, she wouldn’t have been working (work) for six weeks in a local firm.
2. She \_\_\_\_\_ (meet) John if she \_\_\_\_\_ (work) in the accounts department.
3. She \_\_\_\_\_ (can / go) to the aerobics classes if her friend \_\_\_\_\_ (pick her up) in her car.
4. If she \_\_\_\_\_ (talk) to her friend, her friend \_\_\_\_\_ (cross) to the other side of the road.
5. If there \_\_\_\_\_ (be) a car coming in the opposite direction, they \_\_\_\_\_ (crash).
6. She \_\_\_\_\_ (blush) if John from accounts \_\_\_\_\_ (be) in the other car.
7. If she \_\_\_\_\_ (go) to an aerobics class, she \_\_\_\_\_ (wear) her Lycra outfit.
8. John \_\_\_\_\_ (might / continue) talking to her, if she \_\_\_\_\_ (crash) into him.

<p><b>Activity 3: Vocabulary.</b>  <b>Similar words, different meaning</b>  <b>Page, 75.</b></p> <p style="text-align: center;"><b>10'</b></p>	<ul style="list-style-type: none"> <li>- explain the direction to do exercise.</li> <li>- ask Ss to discuss and do the exercise with the partner.</li> <li>- discuss the answer for the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- understand the direction and pay attention to do the exercise.</li> <li>- share the answer to class.</li> <li>- take note and do the</li> </ul>	<p>Textbook  White board  Marker</p>
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- write the correct answer on the board.

correction.

**Exercise:** These adjective pairs are easy to confuse. Complete the sentences with the correct adjectives.

unreadable

illegible

1. I couldn't work out who the letter was from. The signature was completely \_\_\_\_\_.
2. I know Shakespeare is very popular but I find him totally \_\_\_\_\_.

childish

childlike

3. Sarah is so \_\_\_\_\_. She's always having temper tantrums.
4. It was wonderful to watch the lambs playing. I got such \_\_\_\_\_ pleasure from it.

sensible

sensitive

5. Sophie is extremely \_\_\_\_\_ at the moment. Anything you say upsets her.
6. Karen is not a very \_\_\_\_\_ person. She wore high-heeled shoes for our four-mile walk.

true

truthful

7. I've never known her to tell a lie. She's a very \_\_\_\_\_ person.
8. I can never watch sad films that are based on a \_\_\_\_\_ story. They always make me cry.

intolerable

intolerant

9. Susan is so \_\_\_\_\_ of other people. She never accepts anyone else's opinion, and she always thinks she knows best.
10. I find Mark's behaviour \_\_\_\_\_. It's unfair to be so selfish.

economic

economical

11. We're having an \_\_\_\_\_ crisis at the moment. James has lost his job and I don't know how we are going to pay the mortgage.
12. It's much more \_\_\_\_\_ to drive slowly. You get more kilometres for your money.

<p><b>Activity 4: Phrasal verbs</b> (Nouns from phrasal verbs) Page, 75. <b>10'</b></p>	<ul style="list-style-type: none"> <li>- introduce what is phrasal verb?</li> <li>- ask Ss to do the exercises.</li> <li>- check the answer.</li> <li>- write the correct answer on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- pay attention to listen and take note.</li> <li>- do the exercises actively.</li> <li>- share the answer.</li> <li>- take note.</li> </ul>	<p>White board Marker Textbook</p>
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Grammar Note

1. There are many nouns formed from phrasal verbs. Sometimes the verb comes first, sometimes second.

*make-up*                  *downfall*                  *upbringing*  
*drawback*                  *outbreak*                  *takeaway*

2. Sometimes the noun is related to the phrasal verb, and sometimes it isn't.

I don't use much *make-up*.

She *made up* her face very carefully. = related

The main *drawback* to your plan is that it's too expensive.  
(drawback = disadvantage)

*Draw back* the curtains and let the sunshine in.  
(draw back = open)

**Exercise:** Complete these sentences with the nouns in the box.

outcome	breakthrough	outbreak	takeaway	check-up
breakdown	comeback	feedback	outlook	downfall

1. The \_\_\_\_\_ of communication between management and workers mean the strike will continue.
2. His pop career has suffered recently, but now with a new album and a world tour, he's trying to make a \_\_\_\_\_.
3. I go to the dentist twice a year for a \_\_\_\_\_.

4. The \_\_\_\_\_ of the election is that the Labour party has a majority of 90.
5. The weather should be fine over the next few days, and the \_\_\_\_\_ for the weekend is warm and sunny.
6. There has been an \_\_\_\_\_ of food poisoning as a result of people eating poorly-cooked chicken.
7. There has been a significant \_\_\_\_\_ in the search to find a cure for the common cold.
8. Producers ask customers to complete questionnaires because they need \_\_\_\_\_ to improve their products.
9. We've having a Chinese \_\_\_\_\_ for supper.
10. He used to be a highly successful pop star, but taking too many drugs was his \_\_\_\_\_.

<b>IV. Conclusion: (5')</b> Summary the lessons have learned.	- conclude and write some of the main points on board. - invite questions - answer questions	- listen and take note - ask questions - take note	White board Marker
<b>V. Giving homework: Grammar (10')</b>	- write the homework on board. - explain the direction to do homework. - say good bye.	- Ss copy the homework to do at home. - listen and take note - say good bye.	White board Marker

**Use the following verbs (believe, fill, get, look, put, switch, take, throw, turn, try) and the prepositions (away, down, for, in, off, on, out) and form meaningful sentences.**

1. Quick! ..... the bus. It's ready to leave.
2. I don't know where my book is. I have to ..... it.
3. It's dark inside. Can you ..... the light, please?
4. .... the form, please.
5. I need some new clothes. Why don't you ..... these jeans?
6. It's warm inside. .... your coat.
7. This pencil is really old. You can ..... it .....
8. It's so loud here. Can you ..... the radio a little?
9. The firemen were able to ..... the fire in Church Street.
10. Does your little brother ..... ghosts?