

<b>Name:</b> Razane Triki <b>Date:</b> 03/10/2024 <b>Level:</b> Intermediate <b>Number of students expected:</b> 2-4 <b>Topic:</b> hypothetical situations
<b>Main lesson focus (underline one):</b> <u>Grammar</u> / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing
<b>Learner outcome(s):</b> The students will be able to (mention task first, then “using” ).... Talk about a hypothetical situation, such as winning a million dollars, using the second conditional.
<b>Grammar:</b> second conditional  <b>Vocabulary:</b> Shelter Stray  <b>Phrases:</b> “If I..., I would...” , “what would you do if...?”
<b>Materials:</b> Presentation text, comprehension questions, fill in the gaps, worksheet with sentence starters, hypothetical scenario cards.
<b>Assumptions: For this lesson I assume the Ss already know...</b> The first conditional and the present simple.
<b>An anticipated problem:</b> Students may confuse the first conditional with the second conditional.
<b>My proposed solution:</b> Clearly review the form and meaning of each conditional
<b>What I intend to work on based on previous feedback:</b> Ensuring students have a lot of talking time and working on my time management.

Stage of lesson  No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Warm up 3mins	Welcome the students and write their name on the board.	To warm up the students into talking in English after talking in another language the whole day.	S
Engage 5 mins	Ask students question “what would you do if you found a bag full of money on the street?” “what would you do if you won the lottery?” to introduce the second conditional naturally.	To activate prior knowledge and generate interest in discussing hypothetical situations.	S
Pre teach new vocabulary 7 mins	Elicit the words to the students with specific question and modals. Proceed to drilling and CCQs to make sure ss understood the word. And finally, write it on the board by underlining the stress and add useful information about the word.	Pre teach vocabulary that ss will find in the presentation text and may find difficult to understand.	S
Presentation 10 mins	<p>Give ss the text to read, write a focus question on the board “<i>Who agrees and who disagrees with the article?</i>” Ask ss to discuss their answer briefly. And then ss will answer some comprehension questions about the text and let them discuss in pairs.</p> <p>The grammar point is already underlined in the text, so elicit the tense.</p> <p><b>Highlight</b> the sentences in the text that use the second conditional:</p> <ul style="list-style-type: none"> <li>• “If I won a million dollars, I would travel around the world.”</li> <li>• “If I were rich, I would open an animal shelter.”</li> </ul> <p><b>Elicit</b> the form and function:</p> <ul style="list-style-type: none"> <li>• Form: <b>If + past simple, would + base verb.</b></li> <li>• function: To talk about <b>unreal or imaginary situations</b> in the present or future.</li> </ul>	<p>The text shows the ss the grammar point in its context, which will help them later during production.</p> <p>To teach the tense.</p> <p>To teach the form and function.</p>	S

	<b>Concept Check</b> by asking: <ul style="list-style-type: none"> <li>• “Is the speaker rich now?” (No)</li> <li>• “Does the speaker have a million dollars?” (No)</li> <li>• “Is it a real or unreal situation?” (Unreal)</li> </ul>	To make sure they understand.	
Practice 1 5-7 mins	<b>Fill-in-the-gap</b> worksheet where students complete sentences using the second conditional in pairs Example: <i>If I _____ (have) more money, I _____ (buy) a new car.</i> And then compare your answers in pairs, correct with whole class on board.	Ss writing practice when they can use the second conditional.  Ss get speaking practice (increasing STT)	W and S  S
Practice 2 5-7 mins	Distribute a worksheet with sentence starters for students to complete in pairs and share their answers together. “ <i>If I lived in another country, I would _____</i> ”	To practice using the second conditional in a communicative and personalized context.	S
Production 10-15 mins	Group discussion activity using <b>hypothetical scenario cards</b> (e.g., “ <i>If you could travel to any country, where would you go?</i> ”). Students pick a card, share their responses, and ask follow-up questions using the second conditional.	Production: students will be able to talk about future possible plans and their possibilities using the second conditional. This achieves the aim of the lesson.	S
Error correction 5 mins	Write on board any error I picked up during the lesson and correct it with the ss	Elicit ss to correct the errors on their own and have correct information.	S