

Theme: Famous Voyages

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Conditional sentences	Using context to find out the meanings of words	Answering questions based on a passage	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use conditional sentences to tell things that are likely to happen in the future,
2. use conditional sentences to tell things that are unlikely to happen in the future,
3. use conditional sentences to talk about things that are unreal,
4. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. Picture cards of scenes in London in the 1900s
3. Trailer of 'Around the World in 80 Days' by Jules Verne
4. An extract from the movie 'Around the World in 80 Days'
5. Sheet of paper with the Type 1 Conditional Sentences based on the story 'Around the World in 80 days'
6. Sheet of paper with the Type 2 Conditional Sentences based on the story 'Around the World in 80 days'
7. Visualizer projector
8. 1st stacks of cards with a clause that fits another clause so as to form a conditional sentence (Ensure that there is no room for ambiguity when it comes to joining the two clauses to make a conditional sentence.)
9. 2nd stack of cards with only the conditional 'if' clauses written on each of them

Introduction / Warm-up Activity (10 min)

1. Show the students the picture cards of scenes of London in the 1900s. Ask the students to imagine that they lived during that time. Elicit from them what the living conditions were then. Next, show them the cover of the book 'Around the World in 80 Days' by Jules Verne. Ask them if they find the title familiar and if they know the story.
2. Let the students watch the trailer of the movie, 'Around the World in 80 Days'. Elicit from the students the gist of the story based on the trailer. Ask them if it was possible to travel in 80 days around the world in the 1900s.

Lesson (20 min)

1. Let the students watch a scene from the movie, 'Around the World in 80 Days'. After the show, discuss with them what happened to the main character, Phileas Fogg, and his valet, Jean Passepartout, on one of their journeys to a country, India, where they saved a young Indian woman.
2. Tell the students that the characters, Fogg and Passepartout, had planned to save the young woman. Explain to the students that you are going to show them some sentences with the conditional 'if' in them. Tell the students that such a sentence is used to show that the action in the main clause (without 'if') can only take place if a certain condition (in the clause with 'if') is fulfilled.
3. Show the students a sentence that starts with the conditional 'If + verb (the simple present tense) ... will + verb (base form)' on the visualizer projector. Tell them that this is a 'Type 1 Conditional Sentence'.

Example:

- If Fogg and Passepartout save the girl, they will bring her to Hong Kong with them.

Tell the students that in such conditional sentences, they tell that the things are likely to happen in the future.

4. Explain to the students that the 'Type 1 Conditional Sentence' can also be written in a different form. Show the students some sentences that start with the conditional '... will + verb (base form) ... if + verb (the simple present tense)' on the visualizer projector.

Example:

- They will board the train if they reach the station on time.

Point out to the students that in the two examples the meaning of the sentences do not change when it is written in either of the two ways with the 'if' at the beginning or in the middle of the sentence.

5. Next, show the students a sentence that starts with the conditional 'If + verb (the simple past tense) ... would + verb (base form)' on the visualizer projector. Tell them that this is a 'Type 2 Conditional Sentence'.

Example:

- If Passepartout rose from the pyre at the right moment, he would carry the woman away quickly.

Explain to the students that this type of conditional sentence is used to show that should an action take place, what its result would be. Tell the students that such conditional sentences tell them things that are unlikely to happen in the future.

6. In the same way, explain to the students that the 'Type 2 Conditional Sentence' can also be written in a different form. Show the students some sentences that start with the conditional '... would + verb (base form) ... if + verb (the simple past tense)' on the visualizer projector.

Example:

- Passepartout would carry the woman away quickly if he rose from the pyre at the right moment.

Point out to the students that in the two examples the meaning of the sentences do not change when it is written in either of the two ways with the 'if' at the beginning or in the middle of the sentence.

7. Lastly, explain to the students that this type of conditional sentence can also be used to talk about things that are unreal.

Example:

- If I were Phileas Fogg, I would not save the woman.

Point out the students that the verb 'were' is used in such conditional sentences after the pronouns.

Additional Activities / Closure (15 min)

1. Put the students in groups. Give each group a stack of 20 cards. Tell the students that there are 10 pairs of cards that fit to make conditional sentences. Get them to lay out the 20 cards on the table so that all the group members can read the clauses on them. Then, let each member of the group have a chance to fit two of the cards together to make a conditional sentence.
2. Tell the students to turn to **pages 131 – 133 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **pages 131 – 132**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 141** as homework. Go through the pictures and guiding questions with the students. Elicit ideas from the students on how to go about writing their story.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students in groups and get them to sit in a circle. Give each group a stack of cards that have clauses with the conditional 'if' in them. Tell the leader of the group to shuffle the cards and then place them in the middle of the circle. A member of the group picks a card from the stack and reads out the conditional sentence. After that, he has to complete the sentence. The other members of the group have to take turns to complete the sentence too. The members of the group have to ensure that the sentence constructed by each member is not similar to another member's.
2. Get the students to create a board game. Get them to make a game with boxes that contain the following: clauses of the conditional 'if' in them, 'Lose a turn' signs, 'Advance forward 2 boxes' signs, a 'Start' sign and a 'Finish' sign. Tell the students to have a die and tokens ready so that once their board game is completed, they can play it. The player who reaches the 'Finish' sign first is the winner.