

## Lesson Plan Proforma

<b>Date:</b> _____	<b>Class:</b> 2S	<b>Period / Time:</b> 40 minutes
<b>KLA:</b> English	<b>Level:</b> 2	<b>No. of students in class:</b> 11
<b>Class Profile:</b> <ul style="list-style-type: none"><li>● 4 of them are SEN students</li><li>● 2 of them have stronger foundation in English</li><li>● The rest are weak in English</li></ul>		
<b>Topic or Theme:</b> <p>Conditional Sentence 1 (possible situation)</p>		
<b>Introduction to the Lesson(s):</b> <p>The use of conditional sentence based on possible situation.</p>		
<b>Teaching Objectives / Aims:</b> <p>Students are able to understand:</p> <ul style="list-style-type: none"><li>● There is an if-clause and a then-clause in conditional sentence.</li><li>● The then-clause should be understood as the consequence of the if-clause.</li><li>● Conditional sentences are used to talk about possible situations. That's why it is sometimes called the real conditional.</li><li>● The structure of conditional type one involves the use of the simple present in the if-clause and the simple future in the then-clause.</li><li>● Conditional sentences may contain verbs in the affirmative as well as the negative form.</li></ul>		
<b>Assessment:</b> <p>Student performance is assessed through:</p> <ul style="list-style-type: none"><li>● Worksheet/handout</li><li>● Class participation</li><li>● Group work</li></ul>		
<b>Assumed Knowledge (Students' Previous Knowledge):</b> <p>Students are assumed to acquire the following skills and knowledge:</p> <ul style="list-style-type: none"><li>● Simple present tense and simple future- Students should know how to use simple present tense and simple future tense.</li></ul>		
<b>Materials and Aids:</b> <ul style="list-style-type: none"><li>● Visualizer</li><li>● LCD projector</li><li>● Screen</li><li>● Chalk and board</li><li>● Handouts/worksheet</li><li>● Envelope (For matching game)</li></ul>		

### Learning activities designed to achieve the teaching purpose(s) - pedagogy

Expected Time / Stages	Working Patterns / Interaction Mode*	Teaching / Learning Procedure (Brief description on pedagogy)	Purposes / Learning Objectives
5 mins	T-Ss	Setting down the class and introduce the topic and the learning objectives of the lesson. Ask students to voice out what they know about conditional type 1 after they watched the video that I made.	Arousing students' attention State the learning objectives to students
5 mins	T-Ss	Explaining to students the four types of conditional sentence, then will focus on conditional type 1	Explaining the rule of conditional sentences
10 mins	Ss-S	Worksheet will be assign to students to test their knowledge	Student to work in pairs to complete the task.
5 mins	T-Ss	Answer checking	Answer checking with students
10 mins	Ss-Ss	Explaining to students the rules of the matching game. Students to work in group of 3 to 4.	Students to able match the sentence
5 mins	T	Conclusion on topic and assign homework to students	Recall to students on what they have learnt in the lesson

\*Teacher / Student(s) interaction mode:

T – Ss, T – S, S – Ss, S – T, Ss- Ss, Ss – S

Pair / Share

Numbered heads (group)

### **Assignment / Homework:**

- Complete the exercise on grammar book pg 71
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### **Conclusion / Consolidation (teaching objectives):**

Students are able to understand:

- There is an if-clause and a then-clause in conditional sentence.
  - The then-clause should be understood as the consequence of the if-clause.
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