***Lesson plan***: ***After Reading BUDDING SCIENTIST***

***Course objective***: by the end of the lesson, students should be able to practice the use of conditional types: 0 and 1.

***Target Competency***: **Interactive/productive. + Linguistic competency**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time  | Stages | Rational/used skills | Interact-ional pattern | Procedure | Observations |
|   | ***After reading:******Warming up:***  | To brainstorm the general idea of the lesson. To present conditional type 0 and 1 familiarize stds with its function and structure  | T/Sts | 1. **Presentation**:

T interacts with stds in order to get their attention and drive the rules themselves:What do you see in picture 1?Stds: we see water in a test tube on fire. What happens if you boil water? What happens to the water?Stds: if we boil water, it evaporates. What‘s about picture 2? What happens if you pour water on fire?Stds: if we pour water on fire, fire goes off. Finally, what does the 3rd picture illustrate?Stds: it illustrates mathematical calculation What happens when you add 1 to 2?Stds: when we add 1 to 2, the total is 3.T writes the examples on WB ( the conditional clauses) T asks stds:Are these sentences simple or complex? Why?Stds: they are complex because there are 2 verbs in each.What does each part represent? What is the relation between them?Stds: the first part represents cause whereas the second part represents consequence ( stds’ answers may vary .T guides them to the correct ones). The relation between them is cause-effect. T asks them what is the tense of the verbs included in each part and why?Stds: simple present because we use it when we talk about general truths and scientific truths.T asks stds about the function of if and whenStds: both introduce the sentences and express condition. T asks stds: can you re-write sentence keeping the same meaning? If yes, how? And what changes you made?Stds : water evaporates if we boil it. Fire goes off if we pour water on it. The result is 3 when we add 1 to 2.There was no change in the tense, but just in word order: the position of “if” is intermediate and in punctuation: there is no comma. T then asks stds to resume the rules they have derived and explains that this is conditional type 0 which is used to express general truths and scientific facts. ( 100% sure )**Type 0: if/when + simple present + , + simple present** The same steps should be followed when presenting Type 1T persuades stds to compare between these types for a better understanding**Type 1: if + simple present + , + Future (will/can/may)** T explains that type 1 is used to express future possibility, probability or predictions. |  |
|  | ***Practice:******Task 1:***  | To practice the use of conditional type 0 and 1. |  T/Sts | 1. **Practice**:

T explains the task for sdts and gives them enough time to do the task.T discusses their answers and let stds justify themT corrects together with stds the task orally then on WB.**Key:**1. will get / rains
2. boil / evaporates
3. mix / get
4. will feel / take
5. will fall / drinks
 |   |
| ***Task 2:******Pair work*** | To consolidate further the use of Type 1 in expressing future possibilities and predictions. | Sts/Stds | T explains the task: “chain game” which means that each result clause in the question will be a condition clause in the answer, and so on and so forth.T gives the stds just one example to clarify the task and to be followed as a model. ( there’s a picture modeling it)A: what will you do if you go home now? B: if I go home now, I will switch on my computer.Sdts do the task in pairs T checks their answers from time to time When time’s up, stds share their answers and have a final version together with the guidance of the teacher. **Key**Lamia: what will you do ***if you go home now***? Nessrine: ***if I go home now****,* I will switch on my computer.Lamia: what will you do ***if you switch on your computer***?Nessrine: ***if i switch on my computer ,*** I will open Google page.Lamia: why ? what will you do?Nessrine: if I open Google page, I will log in my facebook account.Lamia: really? What will you do if you log in your facebook account?Nessrine: If I log in my facebook, I may talk with my classmate about the home work of Natural Sciences.Lamia: Then, what will you ask her if you talk to her?Nessrine: if I talk with my classmate, I will ask her to give me the data she collected about Shale Gas.Lamia: Interesting, but what may she tell you if you ask her so?Nessrine: she is a hard worker, if I ask her; she will give me her own summary.Lamia: great! What will you do next?Nessrine: if she gives me the summary, I will add it to mine and write the final version. Lamia: that’s awesome! Good luck! |   |
|   |
|  | ***Write it right***  | To write a descriptive paragraph making the best use of conditional 0.  | Stds/StsT/Stds | 1. **Production:**

T Explains the task for stds.T gives the stds just one example to clarify the task and to be followed as a model.T gives them enough time to do the task.T Corrects the task orally then on WB.**The key:** Sugar properties It’s so sweet. Yes, we need it with the coffee and tea. If we don’t use some, coffee or tea will be tasteless. It’s sugar, a very important element in our kitchen. This sweet element has some surprising properties.If you burn sugar at the degree of 30°, it becomes Carmel. That’s due to the carbon it contains. If you add some warm water to this Carmel, it turns to be a liquid substance because it adopts energy from that warm water.However, if the water is cold, Carmel is transformed into a hard substance which looks like crystal. That’s because cold water deprives sugar of its energy. Now, if you pour some sugar in hot milk, coffee or tea and mix it with a spoon, you notice that it melts easily and quickly. The reason behind that is the fact that sugar melts in molecular solutions.   |  |
|   | ***Enclosure*** | To produce short oral presentations expressing their wishes using conditional type 1  | Sts/Sts | T resumes the lesson and asks stds about the things they wish fulfilling in the future in specific contexts or conditions.  |  |

Teacher: ……………………. Supervisor: …………………….