



## Theme: Fairy Tales and Wonderlands

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Conditional sentences</li> <li>The verb 'dare'</li> </ul>	Nouns used as verbs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

1. apply 'if' in conditional sentences,
2. answer questions based on a visual text.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Storybook titled 'Billy Goats Gruff'
3. Visualizer projector
4. At least 3 – 5 conditional sentences based on 'Conditional Sentences I'
5. At least 3 – 5 conditional sentences based on 'Conditional Sentences I' using 'if ... not'
6. At least 3 – 5 conditional sentences based on 'Conditional Sentences II'
7. Short fairy tales for students to read

### Introduction / Warm-up Activity (10 min)

1. Show the students the storybook 'Billy Goats Gruff' on the visualizer projector. Ask the students if they have read the story before. Discuss with the students the cover of the book and its title. Then, read the story together with the class.

### Lesson (20 min)

1. Refer to selected pages in the storybook. Then, write some sentences using 'if' on the whiteboard and get the students to complete them.

**Example:**

- If the goats get across the bridge safely, they will get to eat the green luscious grass.
2. Circle the 'if' in the sentence and write the words 'Conditional Sentences I' above the sentences you have written on the whiteboard. Tell the students that conditional sentences have 'if' in them. Explain to the students that conditional sentences are used to talk about things that will possibly happen in the future. Show the students how they are formed by writing: 'if' + verb (the simple present tense) ... will + verb (base form)
  3. Using the sentences that are on the whiteboard, ask the students if the sentences can be written in another way. If they are unable to do so, help them write one of the sentences and show them how it is done before allowing them to try the remaining sentences on the whiteboard.

**Example:**

- The goats will get to eat the green luscious grass if they get across the bridge safely.

Show the students how they are formed by writing: ... will + verb (base form) ...'if' + verb (the simple present tense)

4. Now, tell the students that sometimes, conditional sentences contain 'if ... not' in them. Write some of these sentences on the whiteboard.

**Example:**

- If the three goats do not go across the bridge, they will not be able to eat the green luscious grass.

Encourage the students to construct some sentences using 'if ... not'. Then, write their responses on the whiteboard.

5. Let the students know that the conjunction 'unless' can be used to replace 'if ... not' in the sentences. Show the students how it is done by using one of the sentences as an example.

**Example:**

- Unless the three goats go across the bridge, they will not be able to eat the green luscious grass.

Encourage the students to change the written sentences on the whiteboard using 'unless'. Then, write their responses on the whiteboard.

6. Bring the students' attention to another type of conditional sentences. Using the visualizer projector, show them some sentences with 'Conditional Sentence II'.

**Example:**

- If the troll allowed the first billy goat to cross the bridge safely, it would be its lucky day.

Explain to the students that these sentences talk about things that are unlikely to happen. Show the students how they are formed by writing: 'if' + verb (the simple past tense) ... would + verb (base form)

7. Using the sentences that are on the visualizer projector, ask the students if the sentences can be written in another way. If they are unable to do so, help them write one of the sentences and show them how it is done before allowing them to try the remaining sentences on the whiteboard.

**Example:**

- It would be the first billy goat's lucky day if the troll allowed it to cross the bridge safely.

Show the students how they are formed by writing: ... would + verb (base form) ...'if' + verb (the simple past tense)

8. Now, ask the students to imagine that they are one of the billy goats gruff or the troll and ask them what they would do differently from the story. Tell the students that conditional sentences using 'were' can be used when they want to give advice. Provide the students with the starting conditional sentence. Then, let them complete the sentences. Write their responses on the paper placed on the visualizer projector.

**Example:**

- If I were the troll, I would not let the first billy goat gruff pass the bridge.

Explain to the students that for such conditional sentences that refer to things that are not real, they have to use 'were' or 'were not'. Circle 'were' or 'were not' in the sentences.

9. Use the storybook as a reference and show the students some sentences which reflect something untrue in the past.

**Example:**

- If the troll had been smarter, he would have eaten the first billy goat gruff.

Show the students how these sentences are formed by writing: 'if' + verb (the past perfect tense) ... would have + verb (past participle) ...

- Next, ask the students if the sentences can be written in another way. If they are unable to do so, help them write one of the sentences and show them how it is done before allowing them to try the remaining sentences on the whiteboard.

**Example:**

- The troll would have eaten the first billy goat gruff if he had been smarter.

Show the students how these sentences are formed by writing: ... would have + verb (past participle) ... 'if' + verb (the past perfect tense)

### **Additional Activities / Closure (15 min)**

- Put the students in pairs. Tell the students that they will be given a sheet of paper which contains 5 questions. Each question has two sentences which they have to combine into one sentence using 'if'. You may want to show them an example of how this is done so that the students can proceed to do their pair work after that.

**Example:**

- Cinderella cannot go to the ball. She has not finished all her chores.
- If Cinderella has not finished all her chores, she cannot go to the ball.

After the students have completed doing the 5 questions in pairs, come together and discuss the answers as a class.

- Tell the students to turn to **pages 51 – 54 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **pages 51 – 53** before reading the instructions given in the exercises together. 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**

- Ask the students to complete **pages 58 – 61** as homework. Go through the visual text with the students. Elicit the answers from the students when you go through the questions with them.
- They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

- Get the students to work in groups. Allocate each group a fairy tale to read. Then, let the students think about the storyline. Get them to write sentences using the conditional 'if' based on the story. Example: If I were Pinocchio, I would listen to Gepetto and go to school to study. Let the students share their sentences with the rest of the class. You may want to pin their work on the English notice board.