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If ifs and ands were pots and pans / Если бы да кабы...

Урок английского языка в 8-м классе (гуманитарного профиля)

Тема:

Условные предложения (Conditionals) “If ifs and ands were pots and pans” / „Если бы да кабы...”

Цель урока:

Актуализация навыков устной речи с использованием форм условного наклонения.

Задачи урока:

1. Активизировать грамматическую структуру в диалогическом высказывании в ситуациях общения.
2. Научить распознавать и анализировать грамматическое явление.
3. Научить действовать по образцу / аналогии при выполнении упражнений и при составлении собственных высказываний.
4. Научить отвечать на вопросы, высказывая свое мнение в пределах изучаемого лексико-грамматического материала.
5. Прививать учащимся культуру поведения в различных социальных ситуациях.

Ожидаемые результаты:

Языковая компетенция

Ученик научится:

- понимать значение изученных грамматических явлений (сослагательное наклонение) в расширенном объеме.

Говорение

Ученик научится:

- вести диалог в ситуациях неофициального общения (в рамках изученной тематики), соблюдая правила речевого этикета;

- участвовать в диалогах-расспросах неофициального повседневного общения;
- выражать свое отношение к высказыванию партнера;
- выражать свое мнение по предлагаемой ситуации.

Аудирование

Ученик научится:

- понимать на слух высказывания собеседника и содержание аутентичного видеотекста длительностью звучания до 3 минут;
- извлекать из видеосюжета необходимую информацию.

Чтение

Ученик научится:

- читать несложный аутентичный текст художественного содержания используя изучаемый вид чтения;
- выделять основные факты.

Социокультурная компетенция

Ученик научится:

- применять формулы речевого этикета в рамках стандартных ситуаций общения.

Тип урока: грамматический.

Место урока в учебном плане: завершающий грамматическую тему.

Оснащение урока:

таблица, раздаточный материал (формулы речевого общения, тексты, диалоги), видео, аудио.

План урока:**I. Организационный момент. Постановка цели урока (2–3 мин.)**

Teacher: Good morning, everybody. Sit down, please. The subject of today's discussion we can express with the help of an English proverb: "If ifs and ands were pots and pans". What is the Russian equivalent of this proverb?

Pupil 1: „Если бы да кабы, да во рту росли грибы...”

Teacher: That's right. Today we are going to speak about situations or actions not as real facts, but as a wish, desire, purpose, suppositions, doubt, condition, as something problematic or contrary to reality, something imaginary or desired. Let's begin our work with a talk between an English student and a Russian student. By the way you can see the English student on the screen. Who wants to be the Russian student? So, Ann, start speaking when the words appear on the screen. Listen to the talk between Clare and Ann and try to understand what it is about.

(video) Conversation "Dreaming About Tomorrow." [7]

Clare: Well, at last my exams are over.

Student: What was your last exam?

Clare: Economics.

Student: When did you take it?

Clare: Last Friday.

Student: And do you think you've passed or failed it?

Clare: Oh, it wasn't very hard. I think I've passed.

Student: Do you like college?

Clare: Sometimes. Oh, it's all right, I suppose.

Student: What would you like to be?

Clare: I'd like to be a film star. I'd be the most beautiful woman in the world. Everyone would love me. I'd be beautiful, rich and famous instead of being ugly, poor and unknown.

Student: If you were an actress, would you act on the stage or in films?

Clare: In films, oh yes, definitely in films.

Student: And if you had a lot of money, what would you do?

Clare: I'd travel around the world... twice... then I'd come back and live in a big house.

Student: And if you could live anywhere, where would you live?

Clare: If I could live anywhere...?

Bruce: She'd live in a big house by the sea... with me...

Clare: Never, never, never.

Teacher: What was the conversation about?

Pupil 1 answers

Teacher: So, what would Clare like to be?

Pupil 2 answers

Teacher: And if she had a lot of money, what would she do?

Pupil 3 answers

Teacher: I'd like you to answer the same questions.

Lena, what would you like to be? And you, ...?

Dasha, if you had a lot money, what would you do?

Tanya, if you could live anywhere, where would you live?

II. Речевая зарядка (4–5 мин.)

Teacher: Let's discuss some confusing situations, pretending they are real. Use your imagination.

1. If you could have a round-trip ride in a time machine and travel any distance into the past or future, where would you want to go?

2. Would you eat a worm sandwich if doing so meant that next week you could appear on your favourite TV show?
3. If you could see into the future but not change it, would you want to do so?
4. Imagine that your principal told you she wanted to make school better and would change it in the way you suggested. What would you tell her to do?

Teacher: I can see you have plenty of ideas.

I wish I were your principal to realize all your ambitions.

III. Актуализация знаний (10 мин.)

1. **Teacher:** Have a look at the blackboard. Will you read this poem?

Поэт: I miss you, my dear,
I wish you were here...
I love jam and honey
I wish I had money...
I love candies even more,
I wish I worked at a candy store,
What can I tell you, my sweet Andy.
I wish you loved me more than candies.

Teacher: Is everything clear to you? Pick out the sentences which express wish.
What does it mean “an implied negative”?

Pupil 1: “I wish you were here means”: You are not here.
I wish I had money, but I don’t have any money...

2. **Teacher:** You are right. And now look through this text. Let’s read this joke in parts. Who would like to read the part of a lady (a gentleman)? Who wants to be the reader?



Text:

Ladies and Gentlemen

A lady, who was travelling by train, took a seat in a compartment where a man was smoking one cigarette after another.

“If you were a gentleman,” she said to him after some time, “you’d have stopped smoking when a lady entered the compartment.”

“If you were a lady,” he answered, “you wouldn’t have entered a smoking compartment.”

“If you were my husband,” the lady exclaimed, “I would give you poison!” “If I were your husband, I’d take it”, was the reply.

Teacher: Can you identify the sentences in which the Subjunctive Mood is used?

Choose any sentence you like and analyse the forms of the Subjunctive Mood.

How many parts are there in the sentence?

Pupil 1: Two.

Teacher: Name the first part.

Pupil 2: Conditional Clause.

Teacher: What tense do we use in the Conditional Clause?

Pupil 3: Past Simple.

Teacher: Does it refer to the past?

Pupil 4: No, to the present.

Teacher: So, what form of the Subjunctive Mood is used here?

Pupil 5: Present Subjunctive Conditional.

Teacher: Name the second part of the sentence.

Pupil 6: Principal Clause.

Teacher: What form of the Subjunctive Mood is used in the Principal Clause?

Pupil 7: Past Subjunctive Conditional: *would* with *have* and a *past participle*.

Grammar Quiz

Teacher: Which of the following statements are true, partly true or completely wrong?

- The Subjunctive Mood is used to give orders or make requests.
- The Subjunctive Mood is used to express a wish or a prayer that something may be or may happen.
- The Subjunctive Mood is used to make statements.
- The Subjunctive Mood is used in Conditional Clauses implying a negative in the past.
- We have Subjunctive Conditionals (only) in the Past Tense.
- In the Present Subjunctive Conditionals we use a present tense, but in fact it refers to the past.
- The Subjunctive Mood shows that the action or state is something imaginary or desired.
- The Subjunctive Mood expresses an unreal condition and an unreal consequence.

Teacher: Which of the following sentences is used mostly in informal English? And which sentence is used in formal English?

“I wish he were with us then.”

“I wish he was with us then.”

IV. Усвоение нового материала (10–12 мин.)

1. Teacher: You seem to have understood it well. And now let us practise this structure.
Open your textbooks.[3]

Use the right form of the verbs to make the sentences complete.

1. I should be very glad if he (to come) to my place.
2. If he (to live) in St Petersburg, he would go to the Hermitage every week.
3. If you (to go) to the theatre with us last week, you would have enjoyed the evening.
4. You won't understand the rule if you (not to listen) to the teacher.
5. If he weren't such a bookworm, he (not to spend) so much time in the library.

The next exercise: make up conditionals.

1. You did not ring me up, so I did not know you were in trouble. If...
2. You left the child alone in the room, so he hurt himself. If...
3. They spent a year in the tropics, so they got very suntanned. If...
4. It rained heavily, so we got drenched to the skin. If...
5. Why didn't you watch the cat? It ate all the fish. If...

2. Teacher: Let's play the “Chain Story” game and invent a story in cooperation. Use the “snowball” method.
If I won one million dollars,...

Pupil 1: If I won one million dollars, I'd travel around the world.

Pupil 2: If I won one million dollars, I'd travel around the world. And if I travelled around the world, I'd see many interesting places...



3. Teacher: Look at the picture story.



The director was bitten by the dog. The facts are:
He reprimanded the department chief.
The department chief scolded the bookkeeper.
The bookkeeper shouted at the typist.
The typist shouted at the office cleaner.
The office cleaner gave a slap in the face of
the yard cleaner.
The yard cleaner kicked the dog.
And the dog bit the director.



Teacher: What wouldn't have happened if...

Model: If he hadn't V3..., he wouldn't have V3.

Pupil 1: If the director hadn't reprimanded the department chief, the department chief wouldn't have scolded the bookkeeper.

Pupil 2: And if the department chief hadn't scolded the bookkeeper, the bookkeeper wouldn't have shouted at the typist.

V. Проверка домашнего задания (5–6 мин.)

Teacher: In the previous lesson we read a dialogue between Bob and Sam. You were asked to make your own dialogues. Act out your conversation. You are having a trouble. Ask your friend to help you. (P1↔P2; P3↔P4; P5↔P6...)

Sample dialogue.

A.: Hello, Bob. This is Sam.

B.: Hi, Sam. How are you?

A.: I'm OK.

Listen, Bob... I'm trying to **put in my air-conditioner**, but I'm having trouble **putting it in** by myself. Could you possibly come over and give me a hand?

B. I'm really sorry, Sam. I'm afraid I can't come over right now.

My relatives are visiting from Chicago.

If **my relatives weren't visiting from Chicago**, I'd be glad to help you **put your air-conditioner in**.

A. Don't worry about it.

If I had known **your relatives were visiting from Chicago**, I wouldn't have even called you in the first place!

A. Hello, _____. This is _____.

B. Hi, _____. How are you?

A. I'm OK.

Listen, _____... I'm trying to _____, but I'm having trouble _____ing by myself. Could you possibly Come over and give me a hand?

B. I'm really sorry, _____. I'm afraid I can't come over right.

Now. _____.

If _____, I'd be glad to help you.

A. Don't worry about it.

If I had known _____, I wouldn't have even called you in the first place!*

VI. Лингвострановедение. Этика (2 мин.)

Teacher: As you know, success in **social situations** — getting what you want — is often not because of what you say but of how you say it.

Answer these questions and see how you would deal with the situations.

- You enter a railway carriage where there's a room for you to sit down if only another passenger moves up a little. What would you say?
 - Excuse me, I wonder if you'd mind moving up a little so that I could sit down.
 - Would you move, please?
 - If you were taking up just a little less room, I could sit down.
- You want to buy a railway ticket to Manchester. What would you say to the clerk in the booking office?
 - Would you mind selling me a ticket to Manchester, please?
 - A single to Manchester, please.
 - Give me a ticket to Manchester.
- You go to buy a copy of your usual newspaper, *The Times*. The assistant gives you *The Guardian* instead. You go back to the shop. What would you say?
 - You've made a mistake. Could you change this for me, please?
 - I think there's been a mistake. Could you change this for me, please?
 - I've made a silly mistake. Could you change this for me, please?
- You want to ask a stranger for a light for your cigarette. What would you say?
 - Excuse me, but have you got a light?
 - I wonder if I might trouble you for a light.
 - Give me a light.

* Таблица может быть использована учителем в качестве раздаточного материала.

5. Your television has broken down on the day when there's a programme you very much want to watch. Your neighbour — whom you don't know very well — has a television. What would you say?

- Do you mind if I come and watch your television tonight?
- Can I come and watch your television tonight?
- I hope you don't think me rude — but would it be at all possible for me to come and watch your television tonight?

VII. Закрепление учебного материала (2 мин.)

Song:

If you're lonely

If you're tired and lonely
I'll come to you
If you need someone you can talk to
I'll be there for you.

If your friends desert you
I'll be by your side
If you need a place to go
My door is open wide.

If you're feeling cold
I'll build a fire
If you're feeling sad and low
I'll take you higher.

Or a song "I wish you were here."

VIII. Самостоятельное и творческое использование сформированных умений и навыков (6 мин.)

Game No 1

A volunteer takes a card. On the card there is one of these problems:

exam tomorrow	split up with girl / boyfriend	no money
lonely	driving test	bored
headache	parents don't understand	dog died
no tickets for concert	team lost the match	bad school report
computer is broken	bike is stolen	something else

Everybody must guess his / her problem by offering help or advice using conditional clauses.

Examples: *If you needed money, I'd lend you some.*

If your computer was broken, I'd repair it for you.

If they don't guess the correct problem, the volunteer should refuse their help.

Example: *No, that's not the problem.*

If they guess the problem, the volunteer should accept their help.

Example: *Oh, that's great! Thanks a lot!*

Game No 2

1. One volunteer leaves the room and, when he returns, he should guess the word chosen by the class from clues given by the rest of the class.
2. While the volunteer is out of the room, have the class choose a word in any category (occupations, food...). Brainstorm together the kinds of clues that can be given in the form of the untrue present conditional.

Example 1: *Food server*

Clues: *If I were you, I would wear a uniform.*
If I were you, I'd never have dirty hands.
If I were you, I would talk to many people.

Last clue: *If I were you, I would serve customers quickly in order to get a good tip.*

Example 2: *mustard*

Clues: *If I were you, I'd be careful not to get this on my clothes.*
If I were you, I'd never eat this by itself.
If I were a waitress, you would put this on the table next to the ketchup.

Last clue: *If I were you, I would always put it on hot dogs.*

Teacher: As for your homework, please express the same in English.

1. Жаль, что вы пришли так поздно.
2. Жаль, что вы не пришли пораньше.
3. К сожалению, они еще ничего не знают.
4. К сожалению, они уже знают об этом.
5. Жаль, что я не послушал его совета.
6. Жаль, что я последовал его совету.

Список литературы:

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