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Master Lesson Plan for Conditional Clause- types

Board	Standard	Subject	Chapter	Language	Creation date
GSSE	STD VII	English	Conditional Clause- types	English	15-06-2024 23:12:52



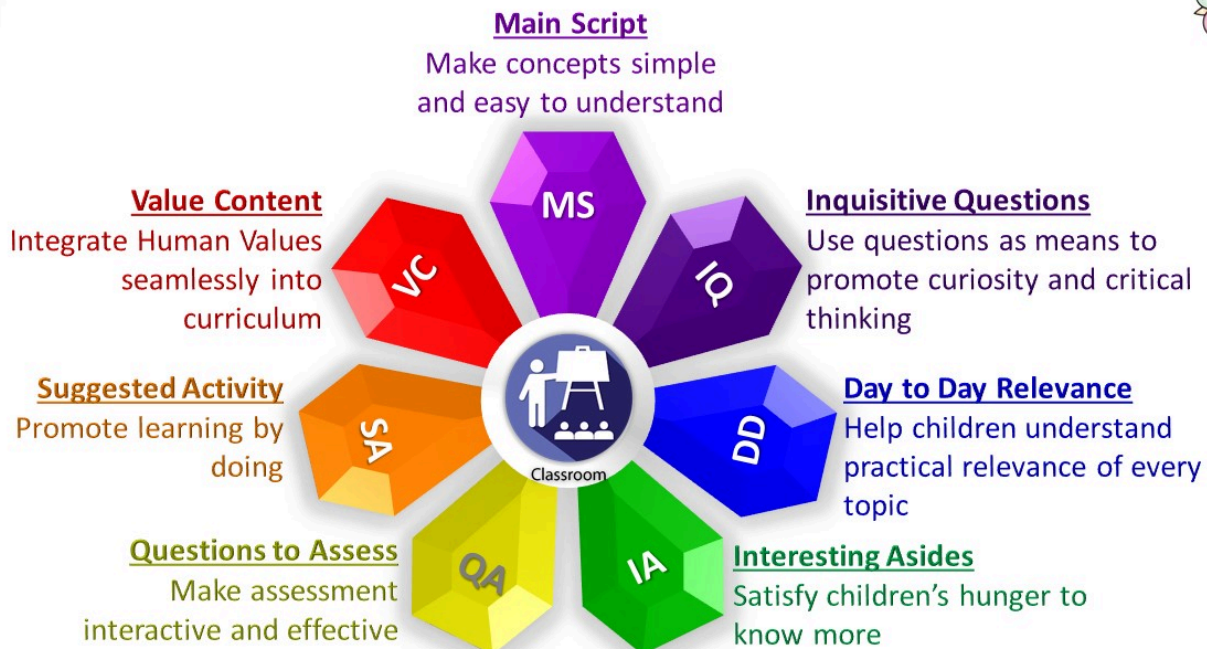
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.



IM_Conditional Clause-Types

This ideation module for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.

CURRICULAR GOALS	CG-3 Develops the ability to recognize basic linguistic aspects (word and structure) and use them for oral and written expression.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-3.1 Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech while reading different forms of literature and applies them in writing.

Strategies as per NEP	NA
Learner Centric Techniques used	Peer Learning, Think and Answer.
Teacher's Tool Kit	Do it Now, GO
SDG (Sustainable Development Goals)	SDG-4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Inter/Multidisciplinary elements	NA

Total Time to transact MLP : 69 minutes, 2 periods

PERIOD – 1. $6 + 15 + 5 + 8 = 34$ minutes

Topics in this Chapter:

- **An introduction to Conditional Clause- Types using GO, interactive and interdisciplinary approach**
- **Definitions of Phrase, Clause and Conditional Clause- Types with suitable examples.**
- **Value connect to the topic**
- **When and where Conditional Clause may be used with the rules given**
- **Activity based learning for concept clarity and application**

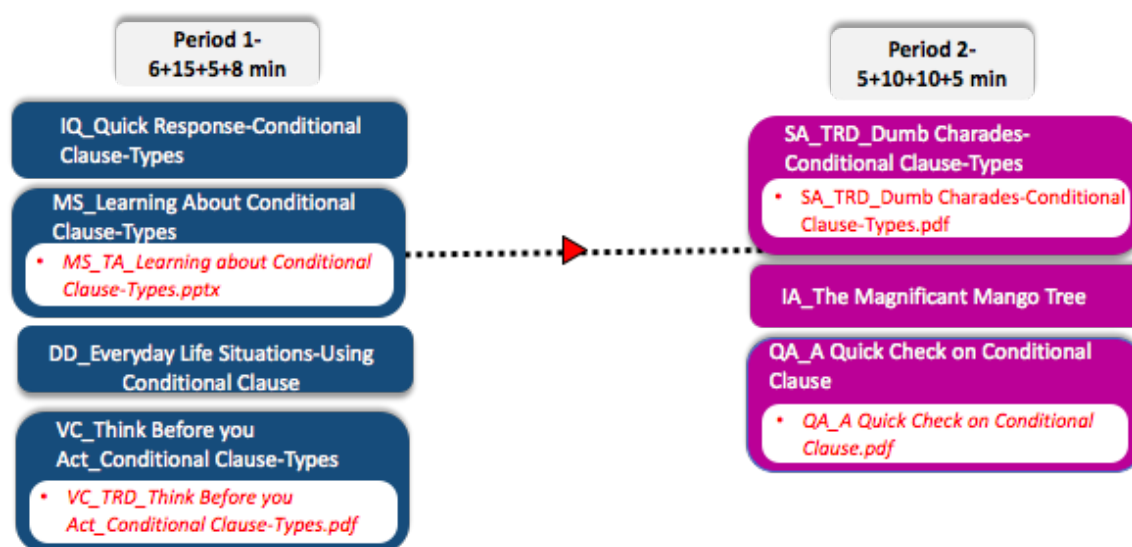
[Notes to the teacher: The chapter on Conditional Clause- Types has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested.



As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and Value content are designed towards the attainment of curricular goals and competencies.

*This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used if required.]*

Lesson Plan Flow



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

PERIOD 1

Topic: Conditional Clause - Types:

Quick response.

Learning about Conditional Clause - Types.

Everyday life situations.

Think Before you Act.

Time: 6 + 15 + 5 + 8 = 34 mins

Asset Types: Inquisitive questions, Main script + Day to Day Relevance, Value Content



1) IQ _Quick Response to Conditional Clause- Types.

Specific Learning Outcome: The students will be able to visualize the consequence of their responses to the open-ended questions in each situation. [Fulfills C 3.1]

Duration: 6 mins

Write a situation or two on the blackboard, that is in the form of a question like- What do you need to do, so that your mother promises to take you to the circus?

Then instruct the students to provide the answers in whichever way they wish to.

It was observed that many students responded using the 'If clause --- for example. My mother promised to take me to the circus, if I watered all the plants in the garden.

Now situation No: 2 I will pass the test _____ How will you pass the test?

Responses: a) I will pass the test if I work hard. b) I will pass the test if I attend my classes regularly.

Then explain that the purpose of using 'if' is to complete an idea, keeping the consequence in mind. This preliminary exercise allows the students to think and answer and sets the platform for the teacher to begin with Conditional Clause and its Types.



2) MS_TA_Learning about Conditional Clauses. (Integrated with DD)

Specific Learning Outcome: Students will be able to infer the usage of the types of conditional clauses in oral and written form.[Fulfills C-3.1]

Duration: 15 mins:

TLM: A chart prepared by the teacher on the four types of Conditional Clauses will be shown to the students.

Notes to the teacher: [This asset provides good scope for assessment as learning.]

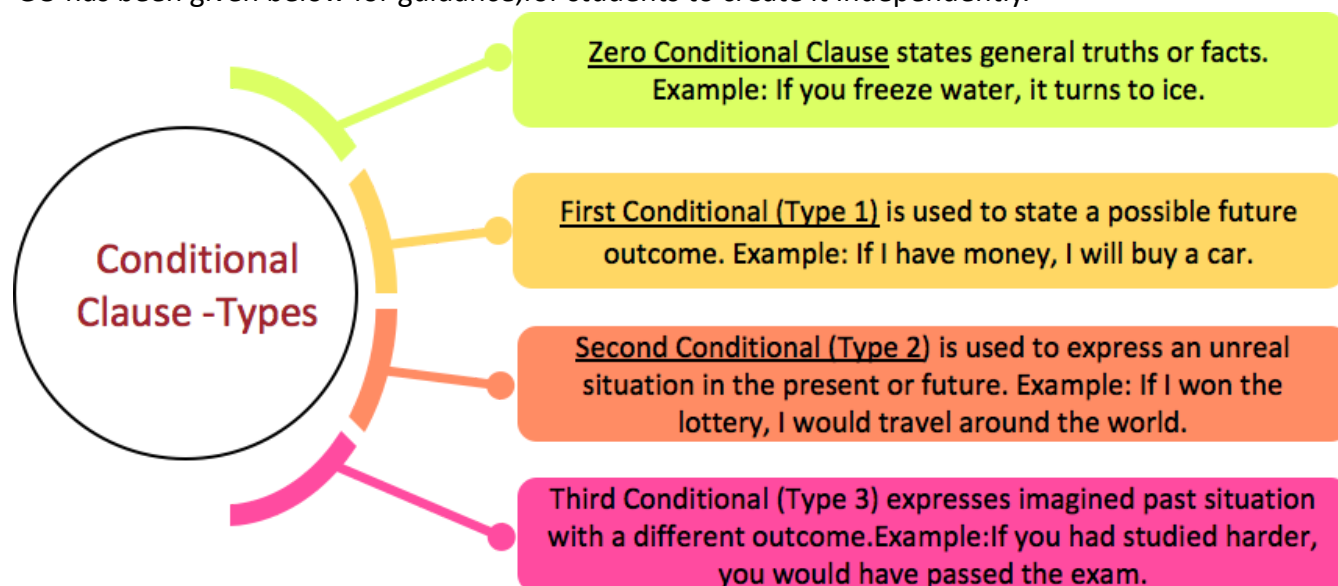
Guide the students to develop a GO on the chalkboard using the *MS_TA_Learning about Conditional clause- Types.pptx* and also with suitable questions.

1. Define the terms 'Phrase' and 'Clause.'(Students' request).
2. Where do we use the 'If' clause?
3. How many types of conditional clauses are there in English grammar?
4. State the rules to form different types of conditional clauses with examples.

Have a recapitulation exercise on the difference between Phrase and Clause. Use the chalkboard to write the responses of the students. After the preliminary discussion, introduce Conditional Clause- Types - a) definition, b) begin with "If or "Unless". Explain the four types of conditional clauses with the rules and suitable examples.

MS_TA_Learning about Conditional Clause - Types pptx has been provided to facilitate the teaching, learning process.

GO has been given below for guidance, for students to create it independently.





3) DD_Everyday Life Situations-Using Conditional Clauses.

Peer Learning.

As part of the learning process of conditional clauses, students relate to their usage in their daily life.

Duration- 5 minutes

[Notes to the teacher: Present three situations on the chalkboard to show that conditional clauses can be connected to events in our daily life and then help students to respond to the practical usage of Conditional Clauses]

- 1st Situation: You will pass the test _____ (if you work hard)
- 2nd Situation: The glass might break _____ (if it falls from your hands)
- 3rd Situation: I could buy a motorbike _____ (if I had saved some money)

4) VC-Think Before you Act_Conditional Clause-Types.

Specific Learning Outcomes: The students will be able to choose the best course of action in different situations by thoughtfully imagining the possible outcomes.

Duration: 8 mins.

Concept- Value Connection:

- Conditional clauses are sentence structures that describe a condition and its potential consequence. They help us visualise what might happen if we choose to act in a certain way or if a particular condition is met.
- In life, visualising and understanding the consequences of our actions helps us to make better choices.

Notes to the teacher: This asset has an interdisciplinary approach. The activity is centred around visualising the consequences of actions in different scenarios, emphasising the importance of making informed choices.

Refer to the [VC_Think Before You Act- Conditional Clause - Types.pdf](#) for conducting the activity.



PERIOD 2

Topic: Conditional Clause-Types: Dumb Charades, The Magnificent Mango Tree, A Quick Check.

Time : 20 + 5 + 10 = 35 mins

Asset Types: Suggested Activity, Interesting Aside, Questions to Access

1) SA_Dumb Charades. Conditional Clause - Types

Specific Learning Outcome: Students will be able to demonstrate their grasping of the concept through this fun activity. [Fulfills- 3.1]

Duration: 20 minutes.

[Notes to the teacher: This asset aims to bring about collaborative and activity based learning giving scope for assessment for learning.]

Students will be able understand the structure and use of conditional clauses in oral and written communication.

Teaching Aid: SA_TRD_Conditional Clause- Types.

Type of Activity: A game. Indoor - Group

Role of Teacher: Facilitator.

Preparation of Activity: Begin by explaining what conditional clauses are. Provide simple examples and explain that they show a relationship between two events, where one depends on the other.

Write a few examples on the chalkboard and go through them with the class:

- If you don't water the plants, they will die.
- If I were a chef, I would cook delicious meals.
- If he had taken the medicine, he wouldn't have fallen sick.

After the discussion organize the students in groups for the enactment as presented in the [*SA_TRD_Dumb Charades- Conditional Clause-Types.pdf*](#)

2) IA_The Magnificent Mango Tree Conditional Clause- Types

Specific Learning Outcome: Students will be able to take delight in listening to the story read by their classmates. [Fulfills C- 3.1]

Duration: 5 minutes.

Notes to the teacher: The teacher may assign students to read the story aloud and ask them to pay attention to the conditional clauses used in the story.

Title: The Magnificent Mango Tree.

In a small village there lived a mischievous boy named Arjun. Arjun was known throughout the village for his playful antics and his love for mangoes. Now, in the heart of the village stood a magnificent mango tree, heavy with ripe, juicy fruit. But there was a catch – the mango tree belonged to the



short-tempered old farmer, Uncle Krishnan, who guarded it fiercely.

One hot summer day, as Arjun and his friends played cricket nearby, the tempting scent of ripe mangoes filled the air. Unable to resist, Arjun said, **"If we plan cleverly then we can enjoy the juicy mangoes."**

"Let's sneak into Uncle Krishnan's orchard and grab some mangoes!" Arjun whispered excitedly. "But won't Uncle Krishnan catch us?" his friends replied nervously.

"Don't worry! If we're careful, he'll never know," Arjun assured them.

And so, under the cover of darkness, Arjun and his friends tiptoed into Uncle Krishnan's orchard, their mouths watering at the thought of sweet mangoes.

As they approached the mango tree, Arjun suddenly remembered a story his grandmother had told him about the mango tree being protected by a magical spell.

"Wait, what if there's a magical spell guarding the mango tree?" Arjun whispered. "Nonsense! There's no such thing as magic," his friends scoffed.

But Arjun couldn't shake off his grandmother's warning. He said,

"If we say a secret code before plucking the mangoes, maybe that will break the spell!"

His friends agreed to follow Arjun's plan. And so, with bated breath, they whispered the secret code – "Mango magic, mango bright, grant us mangoes with all your might! **If you grant our wish we shall take care of you, alright!**" To their surprise, nothing happened. Relieved, they reached for the mangoes, but before they could pluck a single fruit, they heard a loud rumble of thunder.

They looked up to see Uncle Krishnan standing before them, his arms crossed and a stern expression on his face.

"What do you think you're doing?" he bellowed.

Caught red-handed, Arjun and his friends tried to come up with excuses.

Uncle Krishnan softened, offering them a deal – **"If you help me with the chores around the farm, then you can have as many mangoes as you want."**

So, under the watchful eye of Uncle Krishnan, Arjun and his friends spent the summer days picking mangoes, learning valuable lessons about the importance of hard work and friendship. And they realised that sometimes the best adventures are the ones that come with a few conditional clauses along the way.



3) QA_LA_ A Quick Check on Conditional Clause - Types

Specific Learning Outcome: Students will be able to apply their knowledge based on the concept taught. [Fulfills C- 3.1]

Duration: 10 mins.

[Notes to the teacher: This asset is aimed at 'Assessment of Learning']

Exercises based on the concept have been provided in the attached worksheet [*QA_LA_A quick check - Conditional Clause- Types.pdf*](#)

Use students' inputs for a synopsis of the topic before using the worksheet.

Conditional Clause - Types. There are four types for this grade.

- 1) Zero conditional clause.
- 2) Type 1 conditional clause
- 3) Type 2 conditional clause
- 4) Type 3 conditional clause.

Every type has a unique sentence structure and rules to apply.

[*QA_LA_A quick check - Conditional Clause- Types.pdf*](#) may be used as home assignment, revision work or for any suitable assessment. The answer key has been given in a separate page and is only for the teacher's use.

LESSON PLAN DESIGN

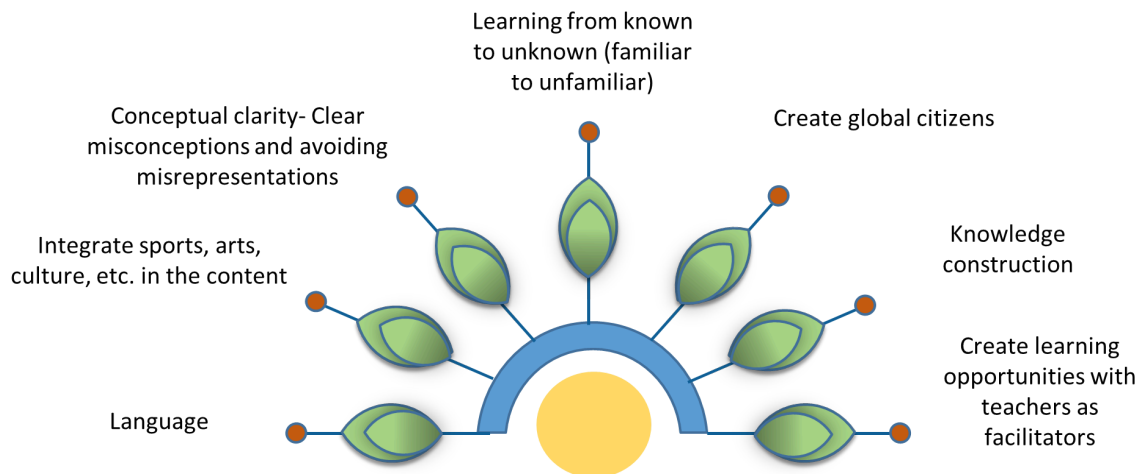
You would have noticed that the lesson plan design has ample opportunities for

- activity based learning
- interdisciplinary approach
- development of critical thinking skills
- relevance and connection of the topic to the real world
- problem-solving
- integration of values with the concept
- Interaction in the classroom

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.



Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Time to teach	Asset type	Theme	Sub Theme
69 minutes	Ideation Module	Clauses	Conditional Clauses

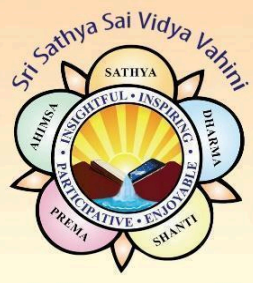


Master Lesson Plan

Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If



	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.



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