

## **Type 2 Conditional**

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**Level of students: Junior secondary**

**Duration: 80 minutes (2 lessons)**

**Topic: Imagination**

**Students' relevant previous knowledge:**

Students know:

1. modal verbs *would*, *could* and *might*
2. structures and meaning of Type 1 Conditional

**Learning objectives:**

At the end of this unit, students should be able to:

1. identify the form of conditional sentence Type 2
2. use conditional sentence Type 2 to talk about imaginary situations
3. show an understanding of the differences between Type 1 and Type 2 conditional sentences

Time	Procedure of use	Interaction mode	Purpose	Resources PPT/ WS (Q.)
5	<p><b>Revision on Type 1 Conditional</b></p> <p>1. Teacher (T) gives some Type 1 conditions which are possible to happen and asks the Class (C) to give the probable results. T recaps how Type 1 Conditional makes meaning about possible/ real situations. T reminds C of the form. T then tells C the current lesson is about another type of the Conditionals.</p>	T → C	<ul style="list-style-type: none"> <li>● To activate C's previous knowledge and test their understanding of Type 1 Conditional</li> </ul>	PPT 1-4
3	<p><b>Introduction of Type 2 Conditional</b></p> <p>1. T asks C what they would do if they had a million dollars. T shares her thought as demonstration. T then asks C to give their own ideas. T uses the 2<sup>nd</sup> conditional to rephrase their words.</p>	T → C	<ul style="list-style-type: none"> <li>● To set a context</li> <li>● To get students (Ss) involved in class</li> <li>● to arouse their interest</li> </ul>	PPT 5-15 Q. 1
5	<p>2. T plays to C the song 'If I had a million dollars' on YouTube (with lyrics) (<a href="https://www.youtube.com/watch?v=AtV6h4g9eYw">https://www.youtube.com/watch?v=AtV6h4g9eYw</a>). T plays the song twice. For the first time, T plays the first stanza to help C get an initial understanding of the song.</p> <p>(Note: Only the first two stanzas of the song will be played due to the time limit.)</p>	T → C	<ul style="list-style-type: none"> <li>● to help C appreciate the song</li> </ul>	Q. 2
5	<p>3. For the second playing, T helps C understand the lyrics and the theme of each stanza with pictures. As C listens, C fills in the blanks (on verbs). <u>I</u> tells C that '<i>'d</i>' in the song is the short form for '<i>I would</i>'.</p>	T → C		

5	<p><b>Form and meaning of 2<sup>nd</sup> conditional</b></p> <p>4. T asks C to fill in the blanks in Q. 3. The Type 2 conditional sentences are extracted from the song. Some sentences have been simplified to make the target structure more obvious to Ss. (Alternative: Ss can use their own ideas to fill in the blanks instead of copying from the song.)</p>	individual work	<ul style="list-style-type: none"> <li>● To help students notice the structure and the meaning of Type 2 Conditional</li> </ul>	Q. 3
5	<p>5. T asks C what tense is used in Type 2 conditional sentences and what meaning is conveyed.</p>	T → C	<ul style="list-style-type: none"> <li>● to consolidate their understanding of the meaning made by Type 2 Conditional Sentences</li> </ul>	PPT 16 Q. 4
10	<p>6. T relates Conditional Sentence Type 1 to Type 2 and asks C to compare and contrast the meaning and the form.</p>	C → T	<ul style="list-style-type: none"> <li>● to activate Ss' prior knowledge of 1<sup>st</sup> conditional and help Ss understand the different structures and meanings of Type 1 and Type 2 conditional sentences</li> </ul>	
10	<p>7. T shows Ss some conditional sentences, some of which contain mistakes (e.g. form of conditional Type 2, possible situations wrongly expressed in Type 2, etc.). C identifies the wrong ones and explains to their partner.</p>	pair work	<ul style="list-style-type: none"> <li>● to provide noticing and practice on the form</li> </ul>	Q. 5
10	<p>8. Matching Game. C has to match the if-clauses with the main clauses to</p>	pair work	<ul style="list-style-type: none"> <li>● to further consolidate</li> </ul>	Q.6

	<p>form logical conditionals. Some are Type 1 and some Type 2. Then C has to differentiate sentences according to the conditional types.</p> <p>(Alternative: first, C has to complete the if-clauses by filling in the correct form of verbs (present or past) which is determined by the nature of the conditions. Then C match the if-clauses with suitable main clauses)</p>		<p>their understanding of the meaning made by Type 2 conditional sentences</p>	<p>Matching game doc</p>
20	<p><b>Consolidation</b></p> <p>9. T plays a video clip (1 minute) about Harry Potter using his wand (<a href="https://www.youtube.com/watch?v=zHPqO0UnaW8">https://www.youtube.com/watch?v=zHPqO0UnaW8</a>). T asks C what they would do if they had magic. T gives her own ideas for illustration and then elicits students' own ideas. T provides some more magic items to C. Ss then think about what they would do with the magic instruments.</p>	<p>individual work</p>	<ul style="list-style-type: none"> <li>● To stimulate Ss' interest and imagination, and encourage Ss to practise the target grammar item</li> </ul>	<p>PPT 17-19 Q.7</p>
	<p>10. T asks Ss to exchange their ideas with their partner. Ss will have to look for the most interesting idea from their partner. Ss then present their partner's ideas to C.</p> <p>(Alternative: T divides C into groups of 4. T assigns a magic tool to each group and members of the group have to come up with some creative ideas and present them to C.</p>	<p>pair work Ss→C  (group work)</p>	<ul style="list-style-type: none"> <li>● To encourage interaction among Ss and peer learning</li> </ul>	
2	<p>11. T shows C some more songs in which Type 2 conditional is used. Ss are encouraged to listen to them on the Internet at home to enhance their learning of the target language structure.</p>	<p>T→C</p>	<ul style="list-style-type: none"> <li>● To provide chances for Ss to extend learning outside the classroom</li> </ul>	<p>PPT 20 Q.8</p>