***Parent-child Relationship* –** *Conditional Type 2*

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**Activity 1 Poem Reading**

1. **Listen to the poem ‘If I could keep you little’ and fill in the blanks. Use the following words.**

|  |
| --- |
| ***decide kiss cut hold strap hum*** |

Let’s do the first one together as an example. (**Note: *I’d* = I would**)

|  |
| --- |
| 1. If I could keep you little, I’d hum you lullabies.  But then I’d miss you singing your concert’s big surprise.  2. If I \_\_\_\_\_\_\_\_\_\_\_\_ you little, I’\_\_\_\_\_\_\_\_\_\_\_\_\_ your hand everywhere. But then I’d miss you knowing, ‘I can go . . . you stay there.’  3. If I \_\_\_\_\_\_\_\_\_\_\_\_\_ you little, I’\_\_\_\_\_\_\_\_\_\_\_\_\_ your cuts and scrapes.  But then I’d miss you learning from your own mistakes.  4. If I \_\_\_\_\_\_\_\_\_\_\_\_\_ you little, I’\_\_\_\_\_\_\_\_\_\_\_\_\_ you in real tight.  But then I’d miss you swinging from your treetop height.  5. If \_\_\_\_\_\_\_\_\_\_\_\_\_you little, I’\_\_\_\_\_\_\_\_\_\_\_\_\_ on matching clothes  But then I’d miss you choosing dots on top and stripes below.  6. If I \_\_\_\_\_\_\_\_\_\_\_\_\_ you little, I’\_\_\_\_\_\_\_\_\_\_\_\_\_ your bread into shapes.  But then I’d miss you finding ‘Hey! I like ketchup with my grapes!’ |

**2. Observation and Self-discovery**

1. Read the poem again. Can the mother keep her child little forever?
2. Which of the following language structures is repeatedly used in the poem? Circle the correct answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Conditional | If-clause | Main clause | Meaning |
| I | Simple Present | will + infinitive | Something that is **possible** to happen |
| II | Simple Past | would + infinitive | Something that is **unlikely** to happen |
| III | Past Perfect | would + have + past participle | A **past** idea that did not occur |

**We use Conditional Type \_\_\_\_\_ to talk about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Activity 2 Language Discovery**

1. **Find the verbs**

Read the sentences below. UNDERLINE the verbs in the ***if*-clause** and CIRCLE the verbs in the **main clause**. The first one has been done for you as an example. **(Note: I’d = I would)**

|  |
| --- |
| 1. **If** you could write to the Women's Institute, that would be very good. |
| 2. If she had a pair of oven gloves, she’d get the meat out herself. |
| 3. It’d be better if I could float. |
| 4. If you came over, I could give you all the assignments. |
| 5. If they had an alarm or another exit, they might be alive. |
| 6. I could give him some good advice, if I met him. |
| 7. I would go for schools if I were you. |

**2. Write down the verbs you have UNDERLINED or CIRCLED in the table below.** The first one has been done for you as an example.

|  |  |  |
| --- | --- | --- |
|  | **Verbs in the *if*-clause** | **Verbs in the main clause** |
| 1 | could write | would be |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

1. **Are the above real or unreal situations? Hints: consider the following:**

Sentence (2) *If she had a pair of oven gloves, she’d get the meat out herself.* Do I have a pair of oven gloves?

Sentence (7) *I would go for schools if I were you*.

Can I be you?

1. **From the table above, we can say that to talk about imagined situations, we use conditional typ**e \_\_\_\_\_\_\_ **sentences. The structure is …**

|  |
| --- |
| 1. If somebody … **\*present / past tense** (choose the correct answer) …,   somebody **\_\_\_\_\_\_\_\_\_\_\_\_\_ + do** something   1. The *if*-clause can occur at the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** or at the **\_\_\_\_\_\_\_** of a sentence. 2. When the *if*-clause is at the beginning, there is usually a **\_\_\_\_\_\_\_\_\_\_** after the *if*-clause. |

**Activity 3 Poem Reading**

1. Read the poem ‘If I had my child to raise over again’. It is another poem about a parent’s thoughts. Fill in the blanks with the words provided to complete the poem. Use the correct tense. The first one has been done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| ***do*** | ***finger-paint*** | ***take*** | ***have*** |
| ***take*** | ***build*** | ***run*** |  |

|  |
| --- |
| **If I Had My Child to Raise Over Again**  by Diane Loomans  If I **had** my child to raise all over again,  I **would build** self-esteem first, and the house later.   1. I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  more, and point the finger less. 2. D:\Temp\Temporary Internet Files\Content.MSO\6D169B24.tmpD:\Temp\Temporary Internet Files\Content.MSO\766103A.tmpI **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** less correcting and more connecting.   D:\Temp\Temporary Internet Files\Content.MSO\E14D823E.tmp   1. I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** my eyes off my watch,   and watch with my eyes.   1. I**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** more hikes and fly more kites. 2. I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** through more fields and gaze   D:\Temp\Temporary Internet Files\Content.MSO\A9ECEB00.tmpat more stars. |

**2. Now watch the video and check the answers.**

**Activity 4**

1. Alice and Mike are talking about their weekend plans. Complete the dialogue with the verbs given. Use the correct tense. Please note that some plans are possible to happen and some are unlikely to happen.

Alice: What will you do this weekend?

Mike: If I have time, I (1) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (review) the notes for the Math

exam.

Alice: No way! If I (2) **\_\_\_\_\_\_\_\_** (be) you, I would go to the cinema or do some shopping.

Mike: Don’t you know? If we get full marks in the Math exam, Miss Lee

(3) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (give) us a new notebook!



Alice: So mean! If I were her, I (4) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(get) you a Macbook!

Mike: How generous you are! Give me an iMac Pro then!

Alice: No problem! If I had a billion dollars now, I (5) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(buy) you one for sure!

Mike: No fantasy! If we study hard now, we (6) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (do) well in the

exam.

1. Which of the above are possible to happen and which are imagined?

Is there any difference in the tense used? Now do Activity 5.

**Activity 5 Matching**

1. **Match the sentences with the correct conditional type.**

(a) If I have time, I will review the notes

for the Math Exam.

**Conditional Type 1**

**Possible/real situation**

(b) If I were you, I would go to the

cinema and do some shopping.

(c) If we get full marks in the Math exam,

Miss Lee will give us a new notebook!

**Conditional Type 2**

**Imagined situation**

(d) If I were her, I would give you a

Macbook!

(e) If I had a billion dollars now, I would buy you a Macbook for sure.

(f) If we study hard now, we will do well

in the exam.

1. **What tenses are used in Conditional Type 1 and Type 2?**

**Choose the right answers below.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Conditional Type 1:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | ( \*past / present *tense*) |  | (*will/can/may* + infinitive) |  | |  | If we study hard now, |  | we will do well in the exam. |  | |  |  |  | |  | *if-clause* |  | *main clause* |  |   We use **Conditional Type 1** to talk about \*possible / impossible situations.  (It is possible that we study hard and do well in the exam.) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Conditional Type 2:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | ( \*past / present *tense*) |  | (*would/could/might + bare infinitive*) | |  | |  | If I had billion dollars now, |  | I would buy you a Macbook |  | | |  |  |  | | |  | *if-clause* |  | *main clause* |  | |   We use **Conditional Type 2** to talk about \*imaginary/ real situations.  (Alice does not have billion dollars now.) |

1. **Summarize the differences between Conditional Type 1 and Type 2.**

|  |  |  |  |
| --- | --- | --- | --- |
| Type | \*Imagined /  Possible Situation | If-clause | Main clause |
| 1 |  | Simple \_\_\_\_\_\_\_\_\_\_\_\_Tense | + infinitive |
| 2 |  | Simple \_\_\_\_\_\_\_\_\_\_\_\_Tense | + infinitive |

**Activity 6 The best ‘child’ and the best ‘parent’ competition**

**1. Writing activity**

(a) Think about these questions:

* 1. **If you want to show your love to your parents, what will/won’t you say or do to them?**
  2. **If you were a parent now, what would/wouldn’t you do to your child?**

Which of the above is a possible/real situation and which is an imagined situation? What type of conditional sentence should be used to answer Questions (i) and (ii)?

(b) Now write down 3 sentences for each question. Examples are given below.

**Example:** If I want to show my love to my parents, I will do the washing for them.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example:** If I were a parent now, I would play with my child more often and I would not ask my child to do homework all the time.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2. Speaking and listening activity**

1. Present your thoughts to your group members.
2. Listen carefully to your group members’ answers.
3. Choose **the best child** and **the best ‘parent’** in your group.

**3. ‘The Best Child’ and ‘The Best Parent’ Awards**

1. The best child and the best ‘parent’ from each group will present to the class.
2. All students vote for ‘The Best Parent’ and ‘The Best Child’ for the class.