

# Conditional Type 2: If I could ...

Zhang, Yu (Raina) Mei, Fang (Fannie) Lee, Jackie F. K.

The Education University of Hong Kong

**Target Students:** Intermediate

**Corpus used:** COCA <https://www.english-corpora.org/coca/>  
BNC <http://corpus.leeds.ac.uk/itweb/htdocs/Query.html#>

**Class Duration:** 120 minutes

**Topic:** Parent-child Relationship

**Materials:**

'If I could keep you little' <https://www.youtube.com/watch?v=WM2VDWJtcok>

'If I had my child to raise over again'

<https://www.youtube.com/watch?v=lu8Wi99A2AA> or

<https://www.youtube.com/watch?v=eFpGboJzSyl>

**Lesson Objectives:**

By the end of the lesson, the students will be able to:

1. Identify the form of Type 2 conditional sentence;
2. Use the Type 2 conditional sentence to talk about imaginary situations;
3. Distinguish Type 1 conditional from Type 2 conditional;
4. Show a deeper understanding of parents' love.

**To cite this resource:**

Zhang, Y., Mei, F., & Lee, J. F. K. (2019). Conditional type 2: If I could.

Retrieved from: [https://lml.eduhk.hk/grammar/?page\\_id=29](https://lml.eduhk.hk/grammar/?page_id=29).

**Acknowledgements:**

This work was fully supported by a Teaching Development Grant of the Education University of Hong Kong.

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## Procedures:

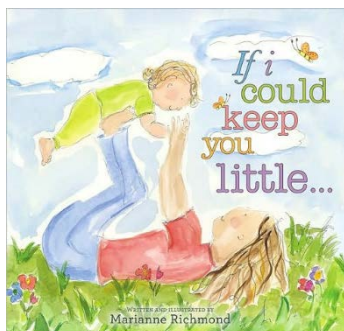
### Stage 1: Presentation

#### Video watching

Read the story *If I could keep you little...* written by Marianne Richmond.

Find out what the mother **would** do if she could keep her child little.

<https://www.youtube.com/watch?v=WM2VDWJtcok>



#### (1) Prediction

1. Study the book cover and the title. What is the story about?
2. Does the mother want the baby to grow up?
3. What would happen if the baby did not grow up?
4. If you were the child, would you want to grow up? Why or why not?

#### Teacher Tips:

Teacher writes down students' answers on the board for checking later.

#### (2) Watch the video and check if students' predictions are correct.

1. The story is about love between parents and children.
2. The mother does not want the baby to grow up. She wants to keep the baby little so that the baby can always be close to her.
3. The child would not learn from mistakes, make his/her own decisions, etc.
4. (Open-ended)

#### (3) Watch the video again and fill in the blanks.

Fill in the blanks while watching the video. The first one has been done for you 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.

Individual Work:  
Independent Practice

2. If I could keep you little, I'd hold your hand everywhere.

But then I'd miss you knowing, 'I can go . . . you stay there.'

3. If I could keep you little, I'd kiss your cuts and scrapes.

But then I'd miss you learning from your own mistakes.

4. If I could keep you little, I'd strap you in real tight.

But then I'd miss you swinging from your treetop height.

5. If I could keep you little, I'd decide on matching clothes

But then I'd miss you choosing dots on top and stripes below.



6. If I could keep you little, I'd cut your bread into shapes.

But then I'd miss you finding 'Hey! I like ketchup with my grapes!'

7. If I could keep you little, I'd tell you stories every night.

But then I'd miss you reading the words you've learned by sight.

8. If I could keep you little, I'd push you anywhere.

But then I'd miss you feeling your speed from here to there.

9. If I could keep you little, I'd pick for you a friend or two.

But then I'd miss you finding friends you like who like you, too!

10. If I could keep you little, we'd finger-paint our art.

But then I'd miss you creating stories from your heart.



11. If I could keep you little, I'd push your duck float.

But then I'd miss you feeling the wind behind summer's boat.

12. If I could keep you little, we'd nap in our fort midday.

But then I'd miss you sharing adventures from camp away.

13. If I could keep you little, I'd fly you with my feet.

But then I'd miss you seeing sky and clouds from your seat.

14. If I could keep you little, I'd keep you close to me.

But then I'd miss you growing into who you're meant to be!



### Teacher Tips:

1. Teachers can use the cloze to test students' knowledge and raise their awareness of Conditional Type 2.
2. Let students check answers with their partners first and then the teacher does whole class checking. Replay part of the video when disagreement occurs.

### (4) Follow-up questions

1. What is the theme of the story?  
It speaks straight to every parent's heart and explores the contradictory feeling of every parent who wants to keep their children little and closer while savoring every moment during their growth.
2. Is it possible to keep the child little forever? Is this a real or imaginary situation?  
No, it is not possible. This is only an imaginary situation.
3. What sentence structure can we use to describe an imaginary situation?  
Conditional type 2

### (5) Observation and Self-discovery

Read the story again. Which of the following is the language structure repeatedly used in the story? Circle the correct answer.

type	If-clause	Main clause
I	Simple Present	will + infinitive
II	Simple Past	would + infinitive
III	Past Perfect	would + have + past participle

## Stage 2: Problem solving

Hands-on Corpus Search (COCA) <https://www.english-corpora.org/coca/>

### Instructions:

1. Choose the type of search 'KWIC'.
2. Search for the structure 'if + pron. ALL + verb. ED' by **if \_p\* \_v?d\*** (use Insert PoS)
3. Choose to show three words on the right.
4. Click on the 'Keyword in Context (KWIC)'

The screenshot shows the top navigation bar of the COCA website with tabs for SEARCH, FREQUENCY, CONTEXT, and ACCOUNT. Below the navigation bar, there are two panels. The left panel is the search interface, showing the search query 'if\_p\*\_v?d\*' and the keyword 'verb.ED'. It has buttons for 'Keyword in Context (KWIC)' and 'Reset'. The right panel is a help box titled 'KWIC (Keyword in Context) display' which explains the tool and shows a diagram of the KWIC interface with buttons for selecting words to sort to the left (L) and right (R).

**Teacher Tips:** Ask the students to search for the structure 'if + pron. ALL + verb. ED' from the corpus if computers are available; if not, use the printed lines for students to discover the language pattern.

5. Read the concordance lines below.

Circle the verbs in the main clause and underline the verbs in the if-clause. The first one has been done for you as an example. (Note: *I'd* = I would)

(1) It'd be better if I could float.

(2) She would be glad if I could do something about her as soon as possible.

Pair Work:  
Discovery Activity

- (3) If you could write to the Women's Institute, that would be very good.
- (4) It would be nice if they could find 11 indigenous Englishmen.
- (5) I would like green eyes if I could have them but it's just a passing thought.
- (6) I wouldn't be surprised if you were all rotten in there.
- (7) If she had a pair of oven gloves, she'd get the meat out herself.
- (8) If they screamed, he would kill them.
- (9) Perhaps it would help if I explained the complicated process.
- (10) I would go for schools if I were you.

## 6. Self-discovery activity on modal verbs

- i. Apart from 'would', can we use other modal verbs in the main clause for Type 2 conditional sentences? Do the following search. (British National Corpus)

<http://corpus.leeds.ac.uk/itweb/htdocs/Query.html#>

Centre for Translation Studies IntelliText 2.6

Home Page Choose Language Choose Corpora Choose Type of Search View Results Build Your Own

English BNC

Concordance

Search for word="If" [pos="PP"] [pos="VVD"] Search Builder

Search for matches anywhere in a sentence

Display each match at the start of a context of 100 characters

Display up to 50 matches with 50 per page  Show total number of matches

Search

(Yes, we can also use modal verbs, such as *could* or *might* in the main clause.)

Examples:

1. If you put your tailplane on first, you might say ...
2. If you came over, I could give you all the assignments.

- ii. How is the meaning changed if we change the lyrics from ‘If I could keep you little, I would keep you close to me’ to ‘If I could keep you little, I could/might keep you close to me.’?

(lower level of certainty)

Group interaction

- iii. Summary of Type 2 Conditional:

1. Structure: If sb. <u>could do/did/were</u> ..., sb. <u>would/could/might + do</u>
2. If-clause can occur <u>at the beginning</u> or <u>at the end</u> of a sentence.
3. When ‘if-clause’ is <u>at the beginning</u> , there is normally a comma after the if-clause.

**Teacher Tips:** Select and modify sentences from the concordance lines to help students summarize the language patterns.

- iv. Draw students’ attention to the differences between Type 1 and Type 2 Conditionals

- (a) \*Cross out the wrong answers below.

The sentences above are **Type 2 Conditional**.

( <del>*past/</del> <del>present</del> tense)	(would/could/might + bare infinitive)
If she <u>had</u> a pair of oven gloves,	She <u>would get</u> the meat out herself.
<i>if-clause</i>	<i>main clause</i>

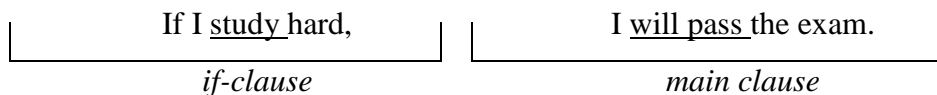
The situations in **Type 2 conditionals** are \*imaginary/ ~~real~~ in the present, i.e. she does not have a pair of oven gloves.

- (b) What tense is used in Type 1 Conditional? \*Cross out the wrong answers below.

Type	If-clause	Main clause
<b>I</b>	Simple Present Tense	will / can / may, etc. + infinitive)
<b>e.g.</b>	If Ben <u>gets up</u> early,	he <u>can catch</u> the bus.

**Type 1 Conditional:**

( \*~~past~~/ present tense) (will/can/may + bare infinitive)



We use **Type 1 Conditional** to talk about \* possible/~~impossible~~ situations.

(c) Summarize the differences between Type 1 and Type 2 Conditional.

Type	If-clause	Main clause
<b>I</b>	Simple Present Tense	will/can/may + infinitive
<b>II</b>	Simple Past Tense	would/could/might + infinitive

**Stage 3: Practice**

**Individual work:  
Controlled practice**

(1) **Gap-filling** (sentences taken from BNC)

Below are example sentences of conditional sentences. Read and fill in the blanks.

1. If I can't take him he \_\_\_\_\_ (have) a two-hour wait for an ambulance.
2. If you pay by cash you \_\_\_\_\_ (obtain) a receipt as proof of payment.
3. If for any reason you \_\_\_\_\_ (want) to give each monthly payment direct to ACET, we could hold the money in an account in your name.
4. If he \_\_\_\_\_ (be) alive today, he \_\_\_\_\_ (have) even more cause for satisfaction.
5. If I \_\_\_\_\_ (go) to night school I would be a student.
6. What \_\_\_\_\_ (happen) if I have difficulty in continuing to make payments?
7. I \_\_\_\_\_ (be) delighted if governments could prove all our reports



wrong,

8. Try and think how you would feel if that \_\_\_\_\_ (happen) to you.
9. A research visit to Sri Lanka \_\_\_\_\_ (consider) favourably if a formal request were made.

(2) Watch the video on the poem 'If I had my child to raise over again'

<https://www.youtube.com/watch?v=lu8Wi99A2AA> or

<https://www.youtube.com/watch?v=eFpGboJzSyl>

Fill in the blanks with the correct verb forms.

Individual/pair work:  
Controlled Practice

### If I Had My Child to Raise Over Again

by Diane Loomans

If I had my child to raise all over again,

I'd build self-esteem first, and the house later.



I'd finger-paint more, and point the finger less.

I would do less correcting and more connecting.

I'd take my eyes off my watch, and watch with my eyes.

I would care to know less and know to care more.

I'd take more hikes and fly more kites.



I'd stop playing serious, and seriously play.

I **would run** through more fields and gaze at more stars.

I **d do** more hugging and less tugging.

I **d see** the oak tree in the acorn more often.



I **would be** firm less often, and affirm much more.

I **d model** less about the love of power,

And more about the power of love.

**Teacher Tips:** Teacher can help students find out the full structure of each line, e.g. *I'd finger-paint more, and [would] point the finger less; I'd take my eyes off my watch, and [would] watch with my eyes.*

## Stage 4: Production

Individual work & group work:  
Semi-controlled Practice

### (1) Speaking activity

- (a) Think about this question: **If you were a parent, what would you do and what wouldn't you do to your child?**

**Example:**

If I were a father, I would play with my child. I would not ask my child to do homework all the time.

- (b) Do an interview. Ask at least three classmates the same question:

**If you were a parent, what would you do and what wouldn't you do to your child?**

Put down their answers in the table below.



Name:	Name:	Name:

**Individual work:  
Free Practice**

**(2) Writing activity**

Use Type 1 and Type 2 conditionals according to the situations given below.

- (a) If you want to show your love to your parents, what **will** you say or do to them?
- (b) If you were a father/mother now, what **would** you say or do to your children?



(a) Show your love to your parents

