

# LESSON PLAN FIVE

Aim: To teach students to talk about factual situations by using the first conditional and talk about hypothetical/imaginary situations by using the second conditional

*Conditionals –  
First and Second  
Conditional*

<b>Date:</b> //	<b>Name of Teacher:</b> Sara El-Aziz	<b>Level:</b> Intermediate	<b>Duration:</b> 40 Minutes
<b>Lesson Topic</b>	- Conditionals – First and Second Conditional		
<b>Aim</b>	- To teach students to talk about factual situations by using the first conditional and talk about hypothetical/imaginary situations by using the second conditional		
<b>Objective</b>	- Students will be able to: <ol style="list-style-type: none"> <li>1. Differentiate between a fact (zero/1<sup>st</sup> conditional) and a hypothetical/imaginary situation (2<sup>nd</sup> conditional)</li> <li>2. Speak using the target vocabulary (Index 1)</li> </ol>		
<b>Materials</b>	- Board, video, deck of cards, plain paper, pens, Worksheets.		
<b>Anticipated Problems</b>	- The students may have difficulty grasping the difference between the first conditional and second conditional - They may not understand the difference between fact and hypothetical		
<b>Solutions</b>	- Explain the difference and give examples of both conditionals - If you go to the beach, you will see the sea (1 <sup>st</sup> conditional - fact) - If I were you, I would travel the world! (2 <sup>nd</sup> conditional - imaginary) - Ask students to give their own examples to ensure they understood.		
<b>Warm Up Stage</b> <b>Duration (10 mins)</b> - Interaction T-Ss <b>Skills: listening, speaking, discussion</b>	- Grab a chair and face it towards the class, sit down, act as though you have something you want to share with the class - Say, 'sometimes I don't want to be me' pause 'sometimes I want to be an animal' - Ask the students 'what kind of animal do you think I would be?' - Discuss for a while. - Write on the board the following: <b>If I wasn't me, I would be a bird so I can fly.</b> - Tell them that this is an imaginary situation and is not real making it a second conditional.		
<b>Study Stage</b> <b>Duration (10 mins)</b> - Interaction T-Ss <b>Skills: listening, speaking, discussion, reading</b>	- Briefly explain the conditionals - For the zero conditional write: <b>If you heat water, it boils</b> <b>Expressing fact, scientific fact</b> - For the first conditional write: <b>If you go to the beach, you will see the sea</b> <b>If + present, modal verb + present.</b> <b>Also expressing fact of high probability (most likely to happen)</b> - For the second conditional refer back to the sentence written before, say it out loud, <b>If I wasn't me, I would be a bird so I can fly</b> - Ask the students is this a fact? Is it scientific? Is it probable? Can it happen? No it can't happen, so it is hypothetical or imaginary. - Write the rule: <b>If + past, modal verb + present</b> - Explain that the first part of the sentence is in the past tense (wasn't), and the second part of the sentence is in the present tense (label on the board) - Explain that this is different to the first conditional, which has two		

	<p>present tenses. These are the modal verbs.</p> <ul style="list-style-type: none"> <li>- Write the modal verbs on the board.</li> <li>- Give another example to make it clearer (write on the board and label) <b>If I had a million pounds, I would travel the world</b></li> <li>- Play video illustrating a conversation about an imaginary situation (1).</li> <li>- Discuss with the class.</li> <li>- CCQs: <ul style="list-style-type: none"> <li>- Yes/No question: “Does the second conditional contain the past and present tense?”</li> <li>- Discrimination Question: “Is the sentence ‘If you go to Paris, you will see the Eiffel Tower’ in the second conditional OR the first conditional?”</li> <li>- Limited Answer Question: “How many conditionals did we talk about today?”</li> </ul> </li> </ul>
<p><b>Practice Stage</b>  <b>Duration (20 mins)</b>  <b>- Interaction T-Ss, Ss-Ss, Ss</b>  <b>Skills: listening, speaking, discussion, reading, writing.</b></p>	<ul style="list-style-type: none"> <li>- Activity one (first conditional) <ul style="list-style-type: none"> <li>- Pair/group students together.</li> <li>- Give each pair/group a deck of cards (face down), a piece of paper and a pen.</li> <li>- Explain that the cards must stay face down and that they are not to look at the cards.</li> <li>- Explain that they are to split the paper in two or more sections and write one name in each section (illustrate on the board if necessary)</li> <li>- Students are to take turns choosing a card from the deck and turn it over to reveal it.</li> <li>- If the card is more than 5, they get 5 points If the card is red and more than 5, they get 10 points If they get a Jack, King or queen, they lose 5 points</li> <li>- Students are to make a tally of their scores. Person with the highest score wins.</li> <li>- ICQs <ul style="list-style-type: none"> <li>- “Are we going to choose one card or two cards each?”</li> <li>- “Are we going to keep score of our points?”</li> <li>- Ask them if anyone has any questions.</li> </ul> </li> </ul> </li> <li>- Observation, Q &amp; A. (What kind of conditional were we using for this activity?)</li> <li>- Activity two (second conditional) <ul style="list-style-type: none"> <li>- Worksheet for an individual activity (Index 2).</li> <li>- Students are to rewrite the sentences in the second conditional</li> <li>- Students are to complete the exercises alone in silence</li> <li>- ICQs <ul style="list-style-type: none"> <li>- “Are we filling in the gaps or rewriting the sentences?”</li> <li>- Ask them if anyone has any questions.</li> </ul> </li> </ul> </li> </ul>

1. Zero conditional, first conditional, second conditional, fact/scientific, hypothetical/imaginary situation.
2. If I were..., if I was..., if I went..., if he/she was..., if he/she were..., if we..., if they..., I would..., he/she would..., we would...,
3. Modal verbs: Present tense (can, will, shall, may) past tense (could, would, should, might)

## Second conditional

Rewrite the sentences with the second conditional.

1. I can't take you to the airport because I haven't got a car.

***If I had a car, I could take you to the airport.***

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2. I've got a headache. I'm not going swimming.
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3. I don't know the answer, so I can't tell you.
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4. We won't have a holiday this year because we haven't got any money.
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5. I haven't got any spare time so I won't learn Russian.
- 

6. We haven't got a big house. We can't invite friends to stay.
- 

7. There aren't any eggs, so I won't make a cake.
- 

8. I'm not very clever, so I won't be a doctor.
- 

9. I haven't got a mobile, so you can't call me.
- 

10. He can't win the race. He never trains.
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11. Francis works very hard. He has no time to spend with his family.
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12. We've got three children, so we won't take a year off and travel the world.
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## INDEX

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1. Target Vocabulary
2. Worksheet from Headway (2)
3. Video for second conditional (1)

## Citation

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1. "If you were a superhero - 2nd Conditional." *YouTube*. 23 Oct. 2012. Web. 15 Jan. 2015. <<http://www.youtube.com/watch?v=hd5clbsefvE>>.
2. Soars, Liz, and John Soars. "Unit 8." *New Headway plus*. Oxford: Oxford UP, 2006. Print.