Sample Lesson Plan #2

Part A - Pre-classroom preparation

TOPIC/THEME: conditional sentences (2nd conditional = unreal possibility)

eg.) If (past simple verb), would (main verb)

AGE and LEVEL: teens (12-14 year olds); intermediate

TIME: 45 minutes

LANGUAGE SKILLS:
PRIMARY: speaking and grammar
SECONDARY: listening, reading, writing

LANGUAGE OBJECTIVE: at the end of this lesson the students will be able to:

- identify the necessary words in the conditional construction by forming the sentence orally, as well as note the tenses of the necessary verbs
- use the conditionals to state what they would do if they won a million dollars

VOCABULARY (when applicable): from the song

1) K-car	2) emu	3) Kraft Dinner
4)	5)	6)

METHODOLOGY: inductive, pedagogical

RESOURCE MATERIALS: Men With Hats riddle worksheet, Barenaked Ladies CD, cloze exercise, papers with separated conditional sentences (one half per student), homework assignments, chocolate dollars

PREVIOUSLY TAUGHT:

- future perfect tense
- goals for being 30, 40 & 50 years old
- 1st conditional (real possibility)

Part B - Classroom teaching

WARM UP or REVIEW: complete the Men with Hats Riddle from
www.bogglesworldesl.com; review future perfect & 1st conditional
- in groups of 3-4 students read and solve the riddle (worksheet
attached)
- once completed, discuss as a group TIME: 5 min.
- recall the goals students created previously; create a micrologue on
the white board (∗focus on future perfect use)
- ask students to tell you the structure & pragmatics of future
perfect TIME: 3 min
PRE-TASK: introduction to 2nd conditional (unreal possibility or dream)
- give each student half of a conditional sentence (attached)
- students walk around & find their match; when done they write their
sentences on w.b.
- have a group discussion on how these sentences are different from
the 1st conditional TIME: ~5 min
TEACHING: present the meaning, structure & pragmatics of 2nd cond.
- ask the students the following questions: 1) which words are the same
in every sentence?, 2) what verb tenses are used in the sentences?, 3)
which action happened first? what tense is used?, 4) did these actions
actually happen?, 5) if you were to say this sentence, what are you
trying to say to someone?, 6) what do you think this verb tense
means?, 7) what words do we need for this verb tense?, 8) when do we
use this verb tense?
- present the meaning, structure and pragmatics; students take notes
(attached as grammar concept notes)
- get students to complete task 1 (below) *DEMO 1st!!! (cloze exercise
attached)

- get students to complete task 2 (below) * DEMO 1st!!! TIME: ~12 min
TASKS: students discover how to use the grammar point
Task 1 – Cloze exercise
- students listen to If I had a million dollars by Bernaked Ladies 1 time
- teach new vocabulary (K-car, emu, Kraft Dinner, etc.)
- students complete the fill in the blanks (∗play the song 2X)
- elicit answers from the students
- have students (in groups of 2) underline the key words that make up
a conditional (if & would), circle all verbs
∗MONITOR as students complete task!!! TIME: ~10 min
Task 2 – If **I** had a million dollars...
- get each students to write 3 endings to the above sentence
- in pairs students share their sentences, the person who shares their
sentences the most wins a chocolate dollar (the first of a million)
∗MONITOR as students complete task!!! TIME: ~5 min
FOLLOW-UP: review/test if students remember the components of a 2nd
conditional
- ask students what the components of the 2nd conditional are
- have students write the structure (again!) in their notebooks
TIME: ~3 min
BACK-UP TASK: sing If I had a million dollars
- sing the song with your students
HOMEWORK: reinforcement - DEMO for students!!!
- have the students complete the matching worksheet
TIME: ~ 1 min
REFLECTION: (∗complete after the lesson)

Sample Resource Materials for Lesson Plan #2: Men with Hats Riddle

Mike, Tim, and Sam were caught stealing so the King sent them to the dungeon. But the king decided to give them a chance. He made them stand in a line and put hats on their heads. He told them that if they answer a riddle, they could go free. Here is the riddle:

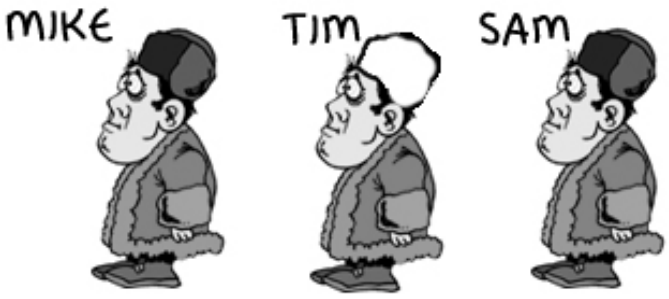
Each of you has a hat on your head. You do not know the color of the hat on your own head. If one of you can guess the color of the hat on your head, I will let you free. But before you answer, you must keep standing in this line. You cannot turn around. Here are my only hints: There are only black hats and white hats. At least one hat is black. At least one hat is white.

Mike couldn't see any hats. Tim could see Mike's hat but not his own. Sam could see Mike's hat and Tim's hat but not his own. After one minute, nobody had solved the riddle. But then a short while later, one of them solved the riddle. Who was it and how did he know?

My explanation:

_____
_____
_____
_____
_____
_____
_____





Sample Resource Materials for Lesson Plan #2: Broken Conditional Sentences

If I had a dog	I would walk it every day.
If I had the day off	I would go to the movies.
If I could sing	I would be famous.
If I were older	I would have a car.
If I could eat anything now	I would eat noodles.
If I studied harder	I would have passed the test.

Sample Resource Materials for Lesson Plan #2: Grammar Concept Notes

Grammar concept notes: 2nd conditional (source: www.englishclub.com)

Second Conditional: unreal possibility or dream

The **second conditional** is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is **not** a real possibility that this condition will happen. For example, you do **not** have a lottery ticket. Is it possible to win? No! No lottery ticket, no win! But maybe you will buy a lottery ticket in the future. So you can think about winning in the future, like a dream. It's not very real, but it's still possible.

IF	**condition**	**result**
	past simple	**WOULD + base verb**
If	I won the lottery	I would buy a car.

Notice that we are thinking about a future condition. We use the past simple tense to talk about the future condition. We use WOULD + base verb to talk about the future result. The important thing about the second conditional is that **there is an unreal possibility that the condition will happen**.

Here are some more examples:

IF	**condition**	**result**
	past simple	**WOULD + base verb**
If	I married Mary	I would be happy.
If	Ram became rich	she would marry him.
If	it snowed next July	would you be surprised?
If	it snowed next July	what would you do?

result	**IF**	**condition**

WOULD + base verb		**past simple**
I would be happy	if	I married Mary.
She would marry Ram	if	he became rich.
Would you be surprised	if	it snowed next July?
What would you do	if	it snowed next July?

EnglishClub.com Tip

Sometimes, we use **should**, **could** or **might** instead of **would**, for example: If I won a million dollars, I **could** stop working.

Meaning: The first conditional describes actions that won't really happen, or actions that have happened that you can't change. This is the first action of the sentence. The second action, or the conditional, describes what you would do if the action happened, or what you would have done differently in the past.

Structure: The first conditional has two parts. The first action that must happen begins with "if" and uses the past tense verb. The conditional action begins with "would" and uses the base form of the verb after would.

Pragmatics: You can use the first conditional to discuss hopes, dreams, wishes and regrets.

Sample Resource Materials for Lesson Plan #2: Cloze Exercise

If I _____ a $1000000
(If I _____ a $1000000)
I'd _____ you a house
(I would _____ you a house)
If I _____ a $1000000
(If I _____ a $1000000)
I'd _____ you furniture for your house
(Maybe a nice chesterfield or an ottoman)
And if I _____ a $1000000
(___ I had a $1000000)
_____ buy you a K-Car
(A nice Reliant automobile)
___ I had $1000000 I'd buy your love.

If I had a $1000000
I'd _____ a tree fort in our yard
If I had $1000000
You could help, it _____ be that hard
If I had $1000000
Maybe we could put like a little tiny fridge in there somewhere
You know, we could just go up there and hang out
Like open the fridge and stuff
There would be already laid out foods for us
Like little pre-wrapped sausages and things

If I _____ $1000000
(If I _____ $1000000)
I'd _____ you a fur coat
(But not a real fur coat that's cruel)
And if I had $1000000
(If I had a $1000000)
I'd _____ you an exotic pet
(Like a llama or an emu)
And if I had $1000000
(If I had a $1000000)

I'd _____ you John Merrick's remains
(All them crazy elephant bones)
And If I had $1000000 I'd buy your _____.

If I had a $1000000
We _____ have to _____ to the store
If I had a $1000000
We'd _____ a limousine 'cause it costs more.
If I had a $1000000
We _____ have to eat Kraft Dinner
But we _____ eat Kraft Dinner
Of course we _____, we'd just eat more
And buy really expensive ketchups with it
That's right, all the fanciest Dijon ketchups
Mmmmmm

If I had $1000000
(If I had $1000000)
I'd buy you a green dress
(But not a real green dress, that's cruel)
And if I had $1000000
(If I had $1000000)
I'd buy you some art
(A Picasso or a Garfunkel)
If I had $1000000
(If I had $1000000)
_____
(Haven't you always wanted a monkey?)

If I had $1000000
_____

If I had $1000000, If I had $1000000
If I had $1000000, If I had $1000000
I'd be rich

by The Barenaked Ladies

Sample Resource Materials for Lesson Plan #2: Homework Assignment

Make full sentences, copy them into your notebook – Have fun ☺

If the train arrived on time every day	I would visit sites and learn a lot
If petrol was cheaper	I would have one in every room in my house
If Internet was free	I wouldn't have to take my car
If cigarettes were really expensive	I wouldn't need classes
If buses were more comfortable	I would take my car every day
If computers were cheaper	there would be a terrible explosion
If an asteroid hit our planet	I would bring back some beautiful photos
If we used less paper	I would take them more often to go to work
If I went to Australia	we would save trees
If I spoke English perfectly	people would smoke much less

http://www.consultant-formateur.com/exercices/e4cond2_match.htm