

**Lesson Aims/ Objectives for students**

Ss will be able to form the structure If+ simple past+ would and use it to refer to something unlikely in the future. They will use this structure to write about the outcomes of if clauses and propose options/solutions to problems.

**Secondary Aim(s)**

Listening: To practice note taking of song and purposeful listening during group work (keeping notes of other sts' ideas).

Speaking: making negotiations based on an imaginary scenario while using picture/word cards and the target form/deciding on the best options to solve a problem/expressing opinion.

Writing a consequence chain story and using the if+ simple past, would structure while doing so.

**Language Analysis**

If clause (Protasis)                      Main clause (Apodosis)

If+ simple past, would+ infinitive (affirmative)

If you had my love, I would comfort you.

If+ simple past(negative), would+ infinitive

If I didn't have your love, I would comfort you.

Would+ infinitive if+ simple past

I would comfort you if you had my love.

**Meaning/focus of the lesson:** something unlikely (hypothetical) in the future

**Function:** proposing options for future scenarios.

**Material**

PPT

Jennifer Lopez video: <http://www.youtube.com/watch?v=lyfkl-HXfuU>

Handout task 1 based on JLo lyrics

Jennifer Lopez song lyrics:

<http://www.lyrics007.com/Jennifer%20Lopez%20Lyrics/If%20You%20Had%20My%20Love%20Lyrics.html>

Handout task 2 created by me

Handout task 3: ( task) adapted from

BBC English Grammar challenge: 2<sup>nd</sup> conditional

[http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc\\_38\\_2nd\\_conditional\\_quizzes.pdf](http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc_38_2nd_conditional_quizzes.pdf)

**The rest of the tasks in PPT were created by me.**

**Linguistic assumptions**

- Ss already know how to form what is traditionally known as the 2<sup>nd</sup> cond (if+ simple past, would).
- Ss know how to form the simple past of both regular/irregular verbs.
- Ss know that modal verbs are followed by infinitives.

**Anticipated Problems**

- Ss may have difficulty with irregular verbs in the simple past.
- Ss may add endings to the infinitive following the word *would* if the subject is in the 3<sup>rd</sup> person e.g. she would plays.
- Mistaking the *I'd* contracted form of *I would* for *I had*.
- Ss may not know the meaning of the word *consequence/fold* and what a consequence chain is.

Task	Time	Material	Procedure	aim	Interacti on
Task 1	4 mins (in total) 1 min	Handout 1 with lyrics to the song/ Youtube video	<b>Teacher's role:</b> T Plays JLo song	Pre-listening: to activate schemata	Class individual

	preparation/instructions- 40 secs pre listening/2 mins song	<a href="http://www.youtube.com/watch?v=IYfkl-HXfuU">http://www.youtube.com/watch?v=IYfkl-HXfuU</a>	<p>for 40 seconds and asks, "Who are these people and what do you think their relationship is?" "Do you think she is happy /sad?"(pre listening-prep task).- <i>Ss predict what they think the song is about (love) and the singer's-actors relationship is.</i></p> <p>T gives ss handout with the lyrics (forms related to the second conditional are missing). T plays Jennifer Lopez song "If you had my love" up to minute 1.55. T tells sts they will listen to the song only once. <b>Students' role:</b> <i>Ss listen to the song and fill in missing words.</i></p>	related to songs about love. While listening: To introduce the 2 <sup>nd</sup> conditional through a song (context). Form If + simple past,would/ To listen for specific information and take notes of the lyrics of the song (the information missing has to do with the target gram item).	
Task 2	2 mins	PPT slide 3	<p><b>Teacher role:</b> T shows the lyrics of the song on the board (PPT) <b>Students' role:</b> <i>Ss check their answers.</i></p>	To check that ss have filled in the gaps correctly and therefore have the lyrics of the whole song. The lyrics will aid as stimuli for the formation of the rule behind the 2 <sup>nd</sup> conditional.	class
Task 3	2 mins	Task 2 handout	<p><b>Teacher's role:</b> T gives ss handout with the formation of the 2<sup>nd</sup> cond. Ss have to fill in the missing blanks and find what tenses/forms are used to form the 2<sup>nd</sup> cond. If+ simple past, would+infinitive.-</p>	To make the ss figure out/notice and write the formation of the 2 <sup>nd</sup> conditional through discovery method .Ongoing process-connected with stage5- building up of rule (going from interrogative-affirmative/negati	pairs

			<b>Students' role:</b> <i>Ss try to make the rule of the 2<sup>nd</sup> conditional based on the song lyrics.</i>	ve form)	
Task 4	5-6 mins 3 mins for students to write/3 for transferring-on board-eliciting.	Sts' notebooks	<b>Teacher's role:</b> Tasks sts in pairs to jot down what they think the guy would say to JLo and tells students to use If+ negative/affirmative form. Sentences should begin with for example, "If he had her love,..." and negative forms "If he didn't have her love, he would." The T will also try to elicit a sentence where the apodosis comes before the protasis to familiarize the sts with this structure too. E.g I would marry you if you had my love. If sts do not provide this structure, T will write it on the board. T writes examples of sts sentences on board. <b>Students' role:</b> <i>Sts produce the affirmative and negative form of the 2<sup>nd</sup> conditional in pairs. Ss also produce sentences where the apodosis comes before the protasis. Ss copy new formation</i>	To elicit the formation of the affirmative/negative form of this structure. To familiarize/revise apodosis before protasis structure too.	Pair  class

			<i>rules on handout 2.</i>		
Task 5	3 mins	Handout 2 /PPT slide 4 'rules' PPT 5 CCQs	<p><b>Teacher's role:</b> T shows PPT slide with the answers to handout 2. Then T asks ccqs regarding its meaning (also on PPT).</p> <p>1. Is it likely/possible that the guy will have JLos love?</p> <p>2. Does the 2<sup>nd</sup> cond. Refer to smth true or untrue?"</p> <p>3. Does this sentence have to do with the present?</p> <p>4. Does it have to do with the future?</p> <p>5. Does it have to do with the past?</p> <p><b>Students' role:</b> <i>Ss check their 2<sup>nd</sup> conditional 'rule' and answer ccqs so as to figure out the meaning of the conditional sentences.</i></p>	To elicit ss understanding of the meaning of the 2 <sup>nd</sup> conditional. To recognize whether a sentence refers to something untrue/unlikely in the present/future through ccqs. To promote autonomy through self-correcting.	class
Task 6	3 mins	Handout 3 PPT 6	<p><b>Teacher's role:</b> T gives ss handout task 3. T monitors the task. Instruction questions: What do you have to match? T does one example with ss. At the end, T shows answers on PPT</p> <p><b>Students' role:</b> <i>Ss match columns to form 2<sup>nd</sup> conditional sentences.</i></p>	To practice the formation of the 2 <sup>nd</sup> conditional in a restricted way. Ss will have the opportunity to see more examples of 2 <sup>nd</sup> conditional sentences especially cases where the main clause goes first and the if clause comes 2 <sup>nd</sup> . To review contracted I'd form.	Individual class
Task 7	2 mins task preparation 8 min Student writing	PPT 7 instructions PPT 8 example	<p>Consequence chain task.</p> <p><b>Teacher's role:</b> T gives a piece of</p>	To practice mostly the apodosis of the form in a less controlled way	Individual -group

			<p>paper to each student and then shows them PPT slide with the instructions of the task.</p> <p>Instruction questions:</p> <ol style="list-style-type: none"> <li>1. What grammar item should you use?</li> <li>2. How many sentences do you write?</li> <li>3. When you write your sentences do you give it straightaway to the next student or do you hide sth?</li> </ol> <p>First sentence will read <i>If I won 10.000 euros tomorrow, I would</i>  <i>OR</i>  <i>If I went to the airport tomorrow, I'd</i></p> <p>T models example if needed: If I won 10.000 tomorrow, I'd tell my mum. If you told your mum, she'd make you share the money with your sister. If you shared with your sister, you'd have 5.000 euros etc</p> <p>T. monitors and collects consequence chain stories and offers feedback in a following session.</p> <p><b>Student role:</b>  Each student A writes the sentence in the 2<sup>nd</sup>. Then gives it to the person on his left St B. Student B reads A's sentence-</p>	<p>through a meaningful drill. To practice writing a consequence chain story-group writing. To practice proposing options/consequences.</p>	
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			continues with the consequence of A's action. B folds A's sentence so that only his (B's) new sentence can be seen. He then give the paper to the person next to him and so on. All sts make contributions to the other student's story.		
Task 8	<p>13-15 mins for whole task.</p> <p>2-3 mins for instructions handing out of cards.</p> <p>30 seconds to look at cave pic.</p> <p><u>Part 1</u></p> <p>(1 min) for st to prepare what they would do with the items on their cards (3-4 mins)</p> <p>presentation to their group.</p> <p><u>Part 2</u></p> <p>Students discuss which 2 items would be the most helpful for them to get out of the cave (4 mins).</p> <p>Reporting back to class (2 mins)</p>	<p>PPT 9 pic of cave</p> <p>PPT 10 Part 1</p> <p>PPT 11 part 2</p> <p>Cards with pics on them</p>	<p><b>Teacher role:</b></p> <p>Stranded in a cave.</p> <p>Teacher puts ss in two groups.</p> <p>T first shows pic of cave as lead in. Asks "What's this?"</p> <p>Speaking task:</p> <p><u>Part one</u></p> <p>T. gives ss 2 cards with pics on them and asks them to tell their group how they would use this item if they were stranded in a cave (either for survival or escape). T tells ss that each student should take notes of what the other student has said.</p> <p><u>Part two:</u> After they have said how they would use the items they have to decide on the group's two most important items and mention them to the class.</p> <p><b>Student role:</b> Ss say how they would use the items/each s makes notes of</p>	<p>Cave pic lead in-to activate schemata related to caves</p> <p>1min speaking preparation-to brainstorm on how the items on cards would be helpful.</p> <p>Aims of main speaking task:</p> <p>To practice speaking-negotiating the best options/giving opinion. To practice the 2<sup>nd</sup> conditional structure through a problem solving cue. To practice purposeful listening and note taking.</p>	Individual group class

			what the other student would use they then decide which 3 items would be the most necessary ones.		
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