

English-Chinese Parallel Corpus for Language Studies

Lesson Plan

Group 2
Lin Ruo Yu
Chung Man Chan

Tutor
Wang Li Xun

Topic: Does “If” equal to “如果” all the time? Logical analysis of conditional clauses bases on English-Chinese parallel corpus

Target students: Senior Secondary Students (upper-intermediate/advanced level)

Length of lesson: 60 minutes

Corpus used: English-Chinese Parallel Corpus & Chinese-English Parallel corpus

Prior knowledge:

Before the lesson, students have ...

1. Relevant language knowledge about four types of conditional clauses (i.e. form, meaning and function)
2. Knowledge about connectives that demonstrate sentence relationships
3. Basic knowledge of using parallel corpus online for language learning

Learning objectives:

At the end of the lesson, students are able to ...

1. Identify a variety of mutual translation of “if” between English and Chinese
2. Use suitable connectives to practice logical analysis of the inner relationship in a sentence when rewriting “if-clauses”.

3. Use the four types of conditional clauses to make a daily conversation involving logical arguments for role-play

Teaching aims:

1. To use English-Chinese parallel corpus as a means of consolidating language knowledge about conditional clauses
2. To cultivate students' logical thinking skills and literature accomplishment through translation practice and role-play

Teaching strategies:

Cooperative learning, use of technology (parallel corpus), critical thinking, self-regulated learning

Activity 1 Introduction (story + movie) - 10mins

1.1 Story (3 mins)

Self-Contradictory (矛盾)

A man of the state of Chu had a spear and a shield for sale. He was loud in praises of his shield.

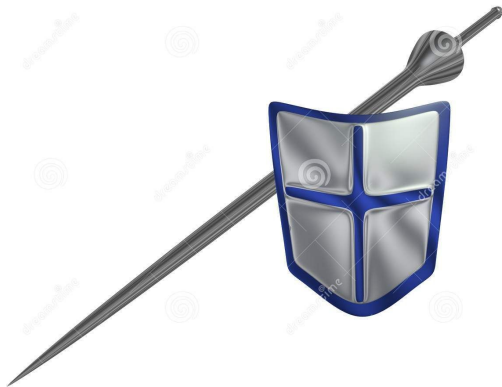
"My shield is so strong that nothing can pierce it through."

He also sang praises of his spear.

"My spear is so strong that it can pierce through anything."

"What would happen," he was asked, **"if your spear were to pierce your shield?"**

It is impossible for an impenetrable shield to coexist with a spear that finds nothing impenetrable.



Tips: The story is to elicit students' attention to the using of conditional clauses in daily arguments.

This is a special type of conditional clause, which is used when the likely or unlikely result is particularly **awful** or **unthinkable**. In this case, "were to" is used to place emphasis on this potential outcome. As an alternative choice, Teacher can elaborate it more if time permits and students have enough language competence.

1.2 Movie clips - Zootopia (Individual Work) (7 mins)

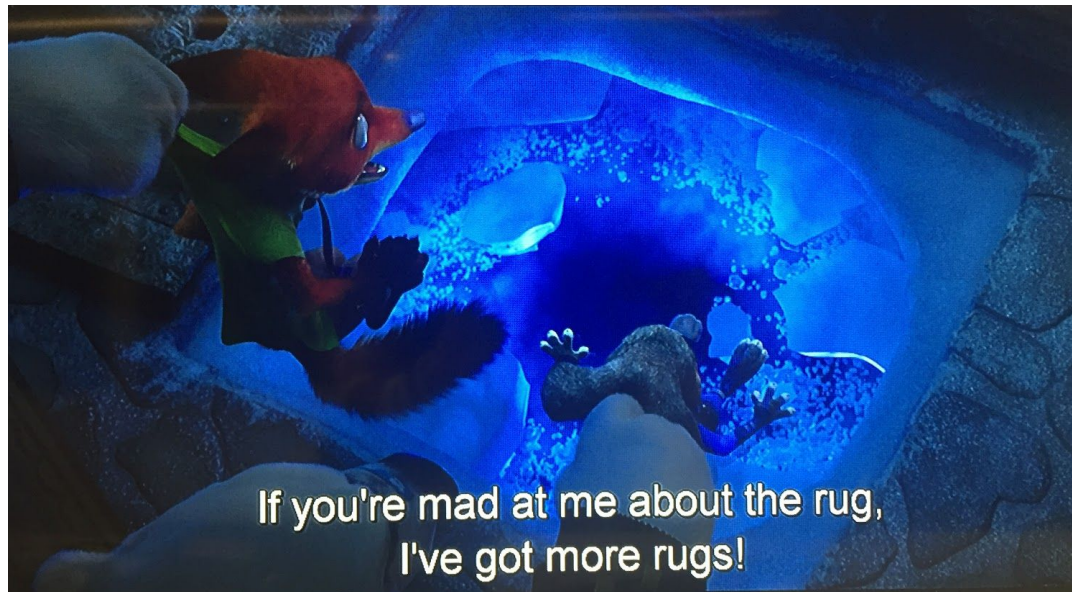
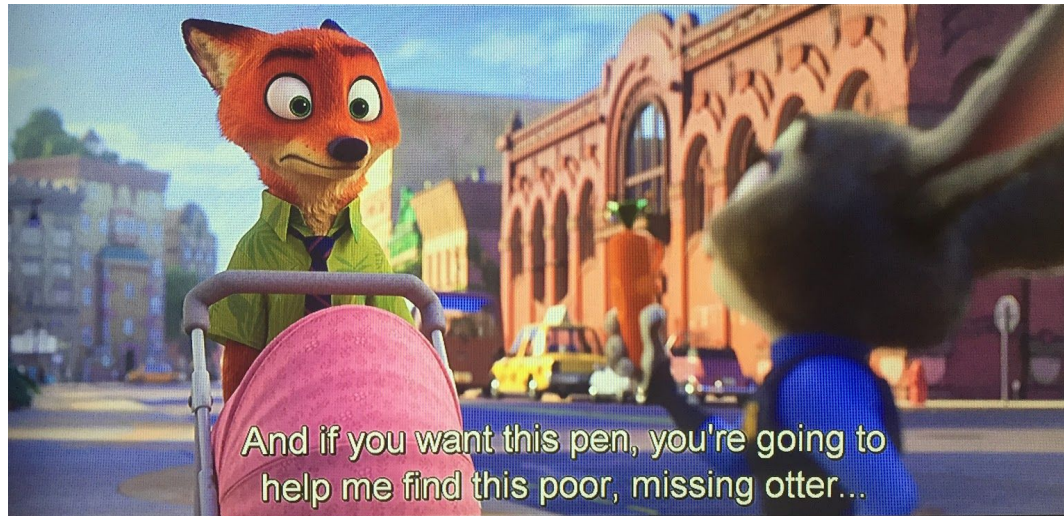
<https://www.youtube.com/watch?v=4KcRSoeZWYI&list=PL-vnSbqHul8aaoHaNqeE-gSeHd4Cv5rFJ&index=19>

Teacher play three video clips of the movie *Zootopia* (without Chinese subtitle) where the conditional clause appears.

Ss try to translate the lines with conditional clauses into Chinese and keep their original version of translation till Activity 3 for comparison.

The authentic scenario in the movie can also serve as the preparation for role-play in Activity 5.





Activity 2 A continuum of possibility for main clauses (Pair Work) - 10mins

Ss look at the sentences extracted from the corpus. Ss will work in pairs and determine how possible it is for the action in the main clause to happen, given the condition provided in the clause with “if”. Position the sentences at an appropriate place of the **continuum diagram**.

Materials:

- Worksheet 1 - a continuum diagram of possibility
- An envelope containing 8 pieces of scrips (each is written with a conditional clause extracted from the corpus)
- Blu tack

Tips: Before the activity starts, Teacher is encouraged to review the relevant knowledge of conditional clauses learnt before with Ss, including the form, meaning and function. grammar rules and the suitable context for using (5 mins)

Knowledge Review:

Conditional Clauses are used to express that the action in the main clause can only take place if a certain condition (in the clause with if) is fulfilled.

Conditional Sentence Type 0

→ It is about the real world and often refers to general truth, such as scientific facts. Things always happen under certain conditions.

Conditional Sentence Type 1

→ It is possible and also *very likely* that the condition will be fulfilled.

Conditional Sentence Type 2

→ It is possible but *very unlikely*, that the condition will be fulfilled.

Conditional Sentence Type 3

→ It is *impossible* that the condition will be fulfilled because it refers to the past.

Tips: To determine how possible actions in the main clauses will occur requires students to figure out the logical relationship at the micro level of inner sentence. We teachers in this task ought to elicit students' attention to the pragmatic use of "if-clauses" in an authentic context, which may violate the stipulated forms (i.e. grammar rules) of four types of conditional clause. The core value of knowledge consolidation here is to better comprehend the functions of the different types of "if-clauses". Understanding the assumption of the past/present/future conditions and the following likely results is challenging but important.

The Chinese translation besides can help students understand the meaning of the English discourse and provide the some possible target words to students for their own searching in Activity 3.

Answer Key for Activity 2:

Possibility	English Discourse	Chinese Translation
100%	No matter how rough or uneducated a man is, if he has genuine feeling and sound common sense, he has a natural dignity.	一個人不論如何粗俗，沒有文化， 只要 他有真摯的感情，能洞達事理，他自然而然就會顯得高大和莊嚴。
About 80%	The farmer-hands said, " if you don't get on his bad sides, Xie's a good sort."	農工們反應：“ 只要 不倒抹謝隊長的毛，這還是個好人。”
About 70%	if you marry her, she'll settle down properly	你們結了婚，她就收心了。
About 70%	Confucius said, " if the name is not correct, the words will not ring true".	孔子曰：“名不正則言不順。”
About 30%	if you didn't steal, why did they break your legs?"	要 是不偷，怎麼會打斷腿？”
About 30%	they could have second helpings if they performed a "devil's dance" from the door of the workshed where they ate to the canteen window some fifteen metres away.	加飯是可以， 但 必須從食堂工棚門口到食堂視窗，大約十五米的距離，跳一段“黑鬼舞”，並把“黑鬼舞”的基本動作、姿態要領講解了一遍。
About 20%	if your dog had gone out a white dog and then came home black all over, wouldn't you have thought it very strange?"	如果 你的狗出門時是條白狗，回來時卻全身黑漆漆的，難道你不會覺得奇怪嗎？
About 0%	if she hadn't come, would they have sent to arrest her?	難道 自己不回來，就要派人去追回來嗎？

Activity 3 Search for multiple ways of translating “if-clauses” into Chinese (Individual work - Pair work) - 10mins

3.1 Ss search for more examples of conditional clauses and conclude the different versions of translation for “if”. (Individual work)

3.2 Recalling the prior knowledge, Ss are expected to think about some replaceable connectives which carries the similar meaning as “if” has in the particular context to explain the Chinese meaning. (Share answer in pairs)

Tips: Not all examples with “if” are conditional clauses. Teacher need to remind Ss of that before they start searching.

Materials:

- Worksheet 2 - a table with two columns for “Meaning in Chinese” and “Explanation”
- Electronic devices

Translation of “if” in Chinese:

- 只要 As long as / on condition that / provided that
- 如果, 要是 In case
- 一旦 Once
- 單靠語句邏輯關係, 省略提示詞

3.3 Ss review their translation for the movie lines at the beginning of the class (Activity 1).

Based on their conclusion about the various Chinese translation of “if”, Ss are supposed to revise their translation. Class sharing can be conducted for Ss to vote for the best translator (also as a assessment)

A process of self-regulating learning and mutual learning

Activity 4 In a inverse way, Ss make use of the the

Chinese-English corpus to search for English translation of “如果” (Group Work) 15 mins

Ss are expected to find out some examples which express “如果” without the occurrence of “if” in sentences.

<p>如果不問是非，隨隨便便就聽從，恐怕對於兩個人全不能算是一種恭維吧。</p>	<p>“To yield without conviction is no compliment to the understanding of either.”</p>
<p>她想，如果她有些財產，早就成為他唯一的意中人了——想到這裡，她的虛榮心也就得到了滿足。</p>	<p>Her heart had been but slightly touched, and her vanity was satisfied with believing that she had been his only choice, had fortune permitted it.</p>
<p>她立刻想到，如果到那兒去欣賞風景，很可能會碰到達西先生，那多糟糕！</p>	<p>The possibility of meeting Mr. Darcy, whiling viewing the place, instantly occurred.</p>
<p>吃完早饭，我向组员们指出，土坯炉子上的泥縫，经过一天一夜的烘烤，已经乾裂了，如果不糊上，裂縫里就会冒出煤气。</p>	<p>After breakfast I told my group that the stove had cracked in some places. Unless filled up these cracks might let out carbon monoxide.</p>

Tips: The group members should be limited to 2-3 persons since it is expected every member has enough time to practice the speaking skills. Each member should be involved in the scenario of argument.

Activity 5 Role Play (Group Work 2-3 persons) - 15 mins

Ss work in small groups and create some lines using conditional clauses to make arguments. They can either choose one kind of the relationships suggested by Teacher, or decide a new relationship by themselves. Preparation time is about 8 mins.

Some groups will be invited by Teacher to have a role-play show in front of the class.

The conversation should include:

- at least two types of conditional clauses &
- at least one sentence having the underlying meaning of “如果” without the use of “if”

The time allocated for each play is about 2 mins.

Sample: Teacher & A student

Student: Oh... I am so stupid! Even I paid much effort on studying I could not get good grades.

Teacher: Trust me. If you study harder, you can get five star star in the Public Examination.

Student: Sometimes efforts will pay off for good result in return.

Teacher: That means you need to spend more time on study! If you had asked me these questions, you would not have failed the exam.

Student: Teacher, you don't know. The homework is always too much. I do not have enough time to learn English. Let alone spend time in memorizing the vocabulary.

Teacher: If I were you, I would give priority to English.

Student: How about other subjects?

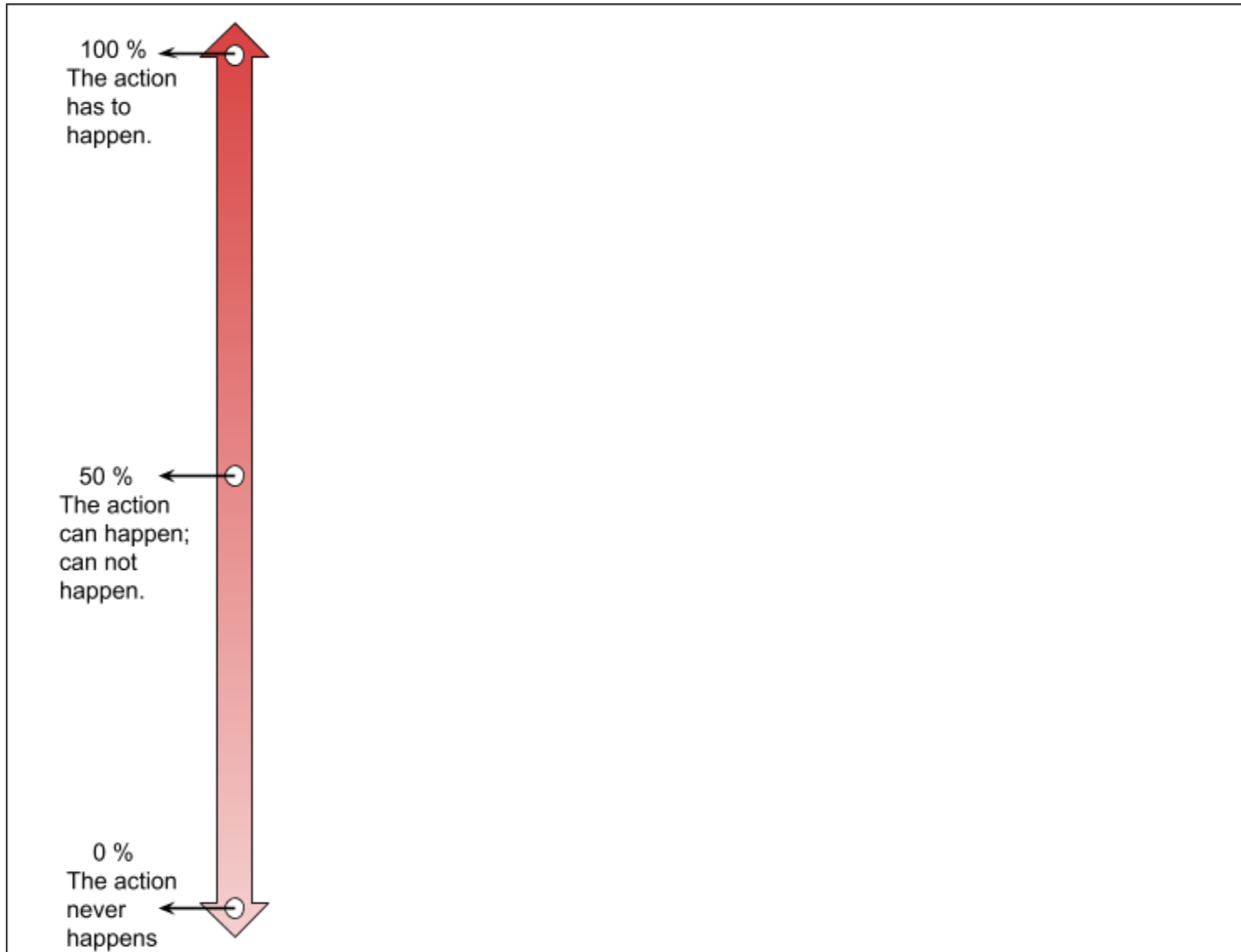
Teacher: Then ask other subject teachers.



Other alternatives:

Pets & owners, Parents & Kids, Police & Criminals, Lovers, ...

Worksheet 1: Continuum Diagram



Worksheet for Activity 3

Meaning in Chinese	Explanation