

# Conditional Type 2: If I could...

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**Target Students:** Intermediate

**Corpus used:** COCA <https://www.english-corpora.org/coca/>

**Class Duration:** 120 minutes

**Topic:** The relationship between parents and children

**Materials:**

“If I Could Keep You Little”

[https://www.youtube.com/watch?v=EHBW\\_n0A9LE](https://www.youtube.com/watch?v=EHBW_n0A9LE)

“If I Had My Child to Raise Over Again”

<https://www.youtube.com/watch?v=8LczqpTISuQ>

**Lesson Objectives:**

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

1. Demonstrate awareness of the form of conditional sentence Type 2.
2. Display an understanding of the uses of conditional sentence Type 2 to talk about imaginary situations.
3. Distinguish Type 1 conditional sentences from Type 2.
4. Show deeper understanding of parents' love.

## Procedures:

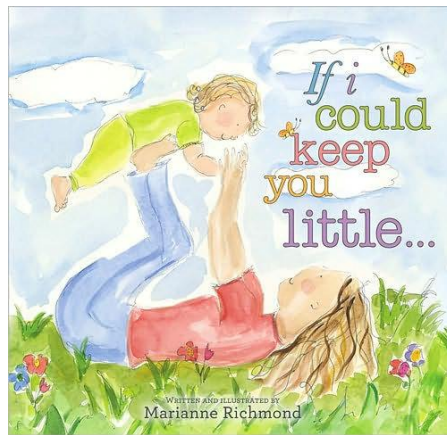
### Stage 1: Presentation

#### Video watching

Marianne Richmond has written a story *If I could keep you little...*

Find out what a mother **would** do to a child if she could keep him/her

little. [https://www.youtube.com/watch?v=EHBW\\_n0A9LE](https://www.youtube.com/watch?v=EHBW_n0A9LE)



#### Step1: Prediction

- 1.What is the story about based on the picture and title?
- 2.If you were the child, would you want to grow up?
- 3.Does your mother want you to grow up?

#### Teacher Tips:

Teacher writes down student's answers on the board to make it convenient for checking after the first watching.

**Step2: First time: Watching and checking the answers to the prediction questions.**

(1. The love between parents and children.)

(2. Yes/No.)

(3. No, she wants to keep me little so that I can always be close to her.)

### Step3: Second time: Watching and blank-filling

Fill in the blanks while watching the video. The first one has been done for you as an example. (Note: *I'd* = *I would*)

Individual Work:  
Independent Practice

1.If I could keep you little, I'd hum you lullabies.

But then I'd miss you singing your concert's big surprise.

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 Type2.
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.

#### Step4: Follow-up questions

- a. Does the mother want the child to keep little?

(Yes.)

b. Why does the mother have such an idea?

(Because if the mother could keep her child little, she would keep the child close to her.)

c. What is the theme of the story?

(It speaks straight to every parent's heart and explores the contradictory feeling of parents' wanting to keep their children little while savoring every moment during their growth.)

### Step5: Observation and Self-discovery

Find out the frequent structure of the story and then circle the correct answer.

type	If-clause	Main clause
I	Simple Present	will-future or (Modal+ infinitive)
II	Simple Past	would + infinitive
III	Past Perfect	would + have + past participle

### Stage 2: Problem solving

#### A. Hands-on Corpus Search

**Step1:** Use COCA to provide students with hands-on corpus search

<https://www.english-corpora.org/coca/>

## Step 2: Guide the students to do corpus search with the teacher

The screenshot shows the COCA website interface. The top navigation bar includes 'SEARCH', 'FREQUENCY', 'CONTEXT', and 'ACCOUNT'. The 'SEARCH' tab is active. Below the navigation bar, there are tabs for 'List', 'Chart', 'Collocates', 'Compare', and 'KWIC'. The 'KWIC' tab is selected. The search input field contains 'if\_p\*\_v?d\*'. Below the input field, there are buttons for 'Keyword in Context (KWIC)' and 'Reset'. To the right of the input field, there is a 'verb.ED' dropdown menu. Below the search input, there are checkboxes for 'Sections', 'Texts/Virtual', 'Sort/Limit', and 'Options'. The number of results is shown as '# KWIC 200'. On the right side, there is a 'KWIC (Keyword in Context) display' section with instructions on how to use the tool, including a diagram showing the selection of words to the left and right of the keyword.

## Step 3: Read the concordance lines below.

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

**Pair Work:  
Discovery Activity**

- (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.
- (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.

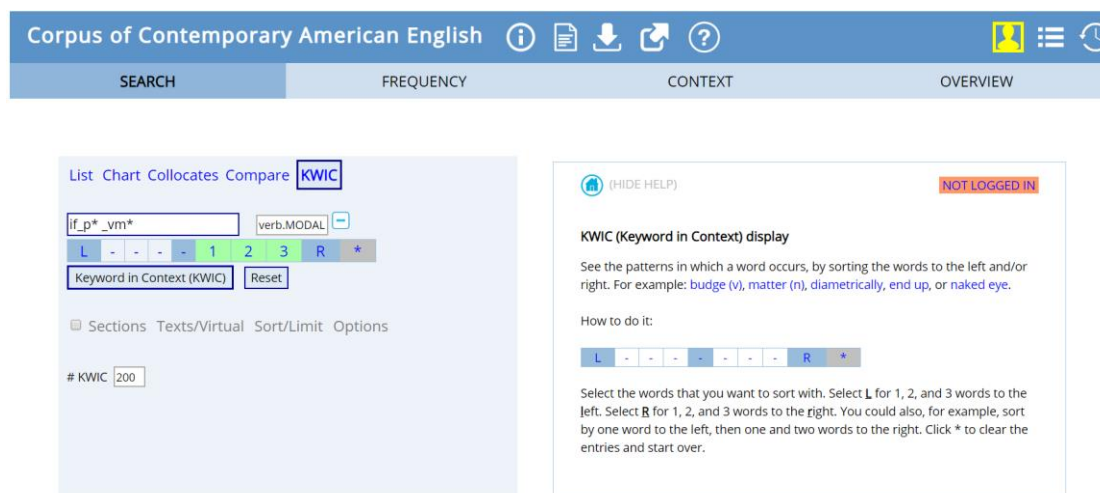
- (7) If she had a pair of oven gloves, she'd get the meat out herself.
- (8) If they screamed, he would kill them.
- (9) Perhaps it would help if I explained the complicated process.
- (10) I would go for schools if I were you.

**Teacher Tips:** Ask the students to search the structure if + pron. ALL + verb. ED from the corpus if computers or tablet PCs are available; if not, use the printed lines. Check the concordance lines. Ss start to explore and discover the language use pattern.

## B. Summary of language use pattern

### Step1. Guiding questions for self-discovery

1. Apart from 'would', can we use other modal verbs in the main clause?



Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT OVERVIEW

List Chart Collocates Compare KWIC

if\_p\*\_vm\* verb.MODAL

Keyword in Context (KWIC) Reset

Sections Texts/Virtual Sort/Limit Options

# KWIC 200

(HIDE HELP) NOT LOGGED IN

**KWIC (Keyword in Context) display**

See the patterns in which a word occurs, by sorting the words to the left and/or right. For example: budge (v), matter (n), diametrically, end up, or naked eye.

How to do it:

Select the words that you want to sort with. Select L for 1, 2, and 3 words to the left. Select R for 1, 2, and 3 words to the right. You could also, for example, sort by one word to the left, then one and two words to the right. Click \* to clear the entries and start over.

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

**Teacher Tips:** Ask the students to search the structure if + pron. ALL +verb. MODAL from the corpus if computers or tablet PCs are available; if not, use the printed lines. Check the concordance lines. Ss start to observe and summarize the language use pattern.

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

(lower level of certainty)

Group interaction:  
making the task easier

### Step2: Summary of Type 2 Conditional:

1. Structure: If sb. <u>could do/did/were</u> ..., sb. <u>would/could/might</u> + do
2. If-clause can occur <u>at the beginning</u> or at the <u>end</u> .
3. When “if-clause” is <u>at the beginning</u> , there will be a comma between the two clauses.

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

### Step3: Draw students’ attention to the differences between Type 1 and Type 2 Conditional

1. What tense is used in the sentences in Stage 2? \*Cross out the wrong answers below.

The sentences above are <b>Type 2 Conditional</b> .	
( <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>
For Type 2 Conditional, the situations in the if-clauses are <u>*imaginary</u> / <del>real</del> in the present, i.e. She does not have a pair of oven gloves.	



2. What tense is used in Type 1 Conditional? \*Cross out the wrong answers below.

How is Type 2 Conditional different from Type 1 Conditional?

**Type 1 Conditional:**

( <del>*past</del> / <u>present</u> tense)	(will/can/may + bare infinitive)
If I <u>study</u> hard,	I <u>will pass</u> the exam.
<i>if-clause</i>	<i>main clause</i>

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

#### Step4 Summarize the differences between Type 1 and Type 2

**Conditional.** \* Circle the correct answers.

(1) We use the 1<sup>st</sup> conditional to talk about \*~~facts~~/possible/~~impossible~~ situations. In the main clause, \*present/~~past~~/future tense is used to talk about situations which \*must/may happen in the future.

E.g: If I have enough money, I'll buy a house. (It's much more likely that I'll have enough money to buy a house.)

2. We use the 2<sup>nd</sup> conditional to talk about \*real/imaginary situations. We can use it to talk about something in the present which is \*possible/impossible, because it's not true.

Or we can use it to talk about things in the future that are probably not going to be true.

E.g: If I had enough money, I would buy a house. (I'm probably not going to have this much money. It's just a dream, not real.)

Type	If-clause	Main clause
<b>I</b>	Simple Present Tense	will-future or (Modal+ infinitive)
<b>II</b>	Simple Past Tense	would + infinitive

### Stage 3: Practice

Individual Work:  
Controlled Practice

#### Step1: Gap-filling

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

**Q1** - If I see her this afternoon, I \_\_\_\_ (tell) her to call you.

**Q2** - If he could, do you think he \_\_\_\_ help you?

**Q3** - If he \_\_\_\_ (come), what shall I do?

**Q4** - If I \_\_\_\_ (be) you, I'd tell him what happened.

**Q5** - If you pay by direct debit, you \_\_\_\_ (get) a discount.

**Q6** - If they did win, how \_\_\_\_ (you feel)?

**Q7** - If he can, do you think he \_\_\_\_ help us?

**Q8** - If she doesn't come, \_\_\_\_ you be annoyed?

**Q9** - What \_\_\_\_ (happen) if I pressed this button?

**Q10** - If it's OK by you, I \_\_\_\_ (leave) early today.

Individual and pair  
Work:  
Controlled Practice

#### Step2: Listen to the video "If I Had My Child to Raise Over Again"

<https://www.youtube.com/watch?v=8LczqpTISuQ> and fill in the blanks

of the Type 2 Conditional and then check with your partner.

## 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.

## Stage4: Production

### Step1: Speaking activity

Group work:  
Semi-controlled Practice

Work in groups of 3 and do an Interview “If you were the parent, what would you do or not do to your child”.

(Student A asks, B answers, C records and reports; then take turns)



Student A asks	B answers	C records & reports
If you were the parent, what would you do or not do to your child?	If I <u>were</u> the parent, I <u>would</u> ... I <u>would not</u> ...	<b>Take notes:</b> Things B would do:  Things B would not do:  <b>Report:</b> <i>If B were the father, he <u>would</u>... He <u>would not</u>...</i>

E.g. A: If you were the parent, what would you do or not do to your child?

B: If I were the parent, I would play with my child. I would not blame him all the time.

C: (Record and report) *If B were the father/mother, he/she would play with his/her child. He/ She would not blame him all the time.*

#### Teacher Tips:

1. Give demonstration after giving instructions to make sure students understand what they are going to do next.
2. Get everyone involved in the task and monitor during the activity to make sure they master the target sentence structure.

Individual work:  
Free Practice

**Step2: Writing activity**

After reading these stories, can you understand your parents better?

If your parents were here with you, what **would** say or do to them?

If you have a chance to show your love, what **will** you say or do to them?

Please write a passage about your thought using type1 and type 2 conditional.

For example:



If my parents were here with me, I would...

If I have a chance to show my love, I will...

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**Teacher Tips:**

1. Engage students in output exercises and check their understanding of the uses of Type 2 conditional sentence to talk about imaginary situations.

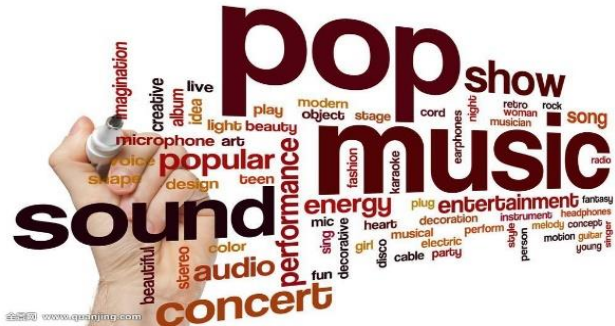
2. Put students in parents' position to help gain deeper understanding of parents' love.

3. Ask students do brainstorm first and then record on the black board in bullet.

After that, they can write on their own. If time is enough, T can show one student's work.

## Step3: Homework

### 1. Revise your writing.



### 2. Enjoy the songs at home.

In the following songs, Type 2 conditional sentences are used. Listen for the sentences and think about the meaning they make.

- a. If I were a boy by Beyoncé at

<https://www.youtube.com/watch?v=Pd6FXOTapMM>

- b. If I Were a Carpenter by Bobby Darin at

<https://www.youtube.com/watch?v=rlGS4EqmUDE>

- c. If I Could Turn Back Time by Cher at

<https://www.youtube.com/watch?v=E9Vm9v4J-3E>

