

## EdUHK Corpus-based ELT Lesson Design Competition

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**Lesson Topic/Title:**

2nd conditional sentences with ‘if’

**Title of the course where your lesson fits:**

“A Day Dreamer”

**Please provide additional information of the course in a couple of sentences (e.g., the purpose and focus of the course):**

- Since the concept of 2<sup>nd</sup> conditional, an imaginary or unlikely situation, is quite abstract for primary students, the teacher would like to help students understand this target grammar from real life and apply it in a real context.
- As corpus, e.g. Lextutor in this lesson plan, provides authentic uses of English concordances, the teacher makes good use of its ‘word’ function and select the ones suitable for her students.
- The selected sentences are fined and simplified by Deepseek to add more details.
- By conductively recognizing the forms in ‘if-clause’ and main clause and the punctuations in the sentences from academic contexts, students will gradually understand the forms of the 2<sup>nd</sup> conditional sentences.
- Similarly, by comparing concordances of 1<sup>st</sup> and 2<sup>nd</sup> conditionals, students will find out people use 1<sup>st</sup> conditional in possible situations while use the other one in imaginary and unlikely situations.
- Graded Class worksheet(Appendix 1) is provided, as students have learnt the 1<sup>st</sup> conditional

in possible situations.

- While learning grammar is quite boring for pupils, the teacher takes advantage of AI song generator (e.g. Topmediai.com in this lesson plan) to show students how to turn the lyrics they created into a real song.
- Last but not least, other NLP AI tools (e.g. Deepseek in this lesson plan) are used to help students refine their work and get more ideas.

**Target students:**

P6 students

**Prior knowledge:**

- 1<sup>st</sup> conditional sentence structure
- Usage of Deepseek

**Corpus/corpora used:**

Lextutor

**AI tool(s) used:**

Deepseek (grammar refinement), Topmediai (song melody), RhymeZone (rhyming words)

**Other tools used:**

1. Pre-lesson: Flipped classroom video on 2nd conditionals + Kahoot quiz (pre-lesson homework).
2. In-class:
  - a. Kahoot platform (for quizzes and lyric completion activity).
  - b. Padlet (for collaborative lyric sharing).
  - c. In class worksheet (Appendix 1)


**Lesson duration (suggested duration: 30 - 90 mins):**


60 minutes

**Learning objectives:**

1. Identify and construct 2nd conditional sentences (If + past tense, would + base verb).
2. Differentiate between 1st (real) and 2nd (hypothetical) conditionals using corpus examples.
3. Create original song lyrics using both conditionals, supported by AI tools.

## Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
10 mins	<b>Stage 1:</b> <b><u>Pre-lesson</u></b>	<b>Activity 1: Pre-lesson Quiz</b> Ss watch a 5-minute video about 2nd conditionals and complete a Kahoot quiz.	<ul style="list-style-type: none"> <li>To flip the lesson and facilitate the self-directed learning skills of students</li> <li>To find out how well the students understand the features of 2<sup>nd</sup> conditional, including the forms of the verbs in the if-clause and main clause and the punctuations, etc.</li> </ul>	Self-learning	Offline Kahoot 
5 mins	<b>Stage 2:</b> <b><u>Warm up</u></b>	<ol style="list-style-type: none"> <li>T goes over the lesson objectives:               <ol style="list-style-type: none"> <li>Understand the structure of 2nd conditional sentences (If + past tense, would + base verb)</li> <li>Compare 1st and 2nd conditional sentences (real vs. hypothetical situations)</li> <li>Apply both 1st and 2nd conditionals creatively in song lyrics.</li> </ol> </li> <li>T uses 1<sup>st</sup> and 2<sup>nd</sup> conditional questions to restate the classroom rules and create an imaginary situation for students</li> <li>T briefs the results of the pre-lesson quiz</li> </ol>	<ul style="list-style-type: none"> <li>To greet the students</li> <li>To state the objectives of the lesson</li> </ul>	Teacher-led discussion  Guided learning	Canvas slides
15 mins	<b>Stage 3:</b> <b><u>Demonstration</u></b>	<ol style="list-style-type: none"> <li>T introduces the concept of corpus and sentences from Lextutor_Children stories.</li> <li><b>Activity 2: Conductive learning by comparing the concordances</b> <ul style="list-style-type: none"> <li><b>Worksheet Task:</b></li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>To use the authentic concordances to show the students how 1<sup>st</sup> and 2<sup>nd</sup> conditionals are used in real life</li> </ul>	Pair work  Guided learning  Co-learning	Class Worksheet  Simplified Lextutor concordances (e.g., children's

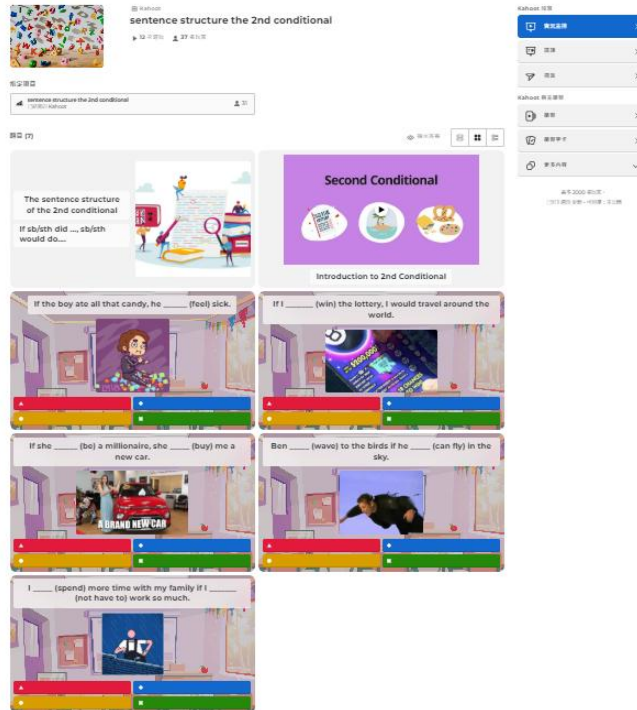
		<p>1 ) In pairs, student A observes the 1<sup>st</sup> conditional sentences and summarizes the sentences' structure and usage situation in Class Worksheet 1</p> <p>2) In pairs, student B does the same observation and summarization on Class Worksheet 2</p> <ul style="list-style-type: none"> <li>● <b>Pair Sharing :</b> In pairs, students present their findings to their partners and take the note of the other conditional</li> </ul> <p>3. <b>Teacher Summary:</b> T summarizes the sentences structures and usage situation of 2 conditionals</p> <p>4. Briefly discuss pre-lesson quiz results (common errors).</p>			stories)
5 mins	<b>Stage 4:</b> <u>Basic Practice</u>	<p><b>1. Activity 3: Guided lyrics filling activity:</b></p> <ul style="list-style-type: none"> <li>● Ss fill in blanks in song lyrics using conditionals.</li> <li>● T goes over the answers with Ss</li> </ul>	<ul style="list-style-type: none"> <li>● To check students' understanding of the difference between 1<sup>st</sup> and 2<sup>nd</sup> conditional sentences</li> </ul>	Individual Mutual learning Guided learning	Class Worksheet
30 mins	<b>Stage 5:</b> <u>Advanced Practice</u>	<p><b>1. Activity 4: Creative Lyrics writing (20 mins)</b></p> <ul style="list-style-type: none"> <li>● In groups, Ss use 1st and 2nd conditional sentences to create 2 or more lyrics lines.</li> <li>● Job division (3-4 Ss): <ul style="list-style-type: none"> <li>● Each student writes 1-2 lines using 1<sup>st</sup> and 2nd conditionals.</li> <li>● Group leader: Ensures participation and selects the best line.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To introduce the concept of creating lyrics and the AI tool of song generator</li> <li>● To guide students to apply the grammatical items into creative lyrics writing</li> <li>● To assist students to bring up more imaginary situation, cur cards are provided on</li> </ul>	Group work (3-4 students) Guided learning Co-learning Mutual learning	Padlet  Deepseek Topmediai Rymezone

		<ul style="list-style-type: none"> <li>● Student A (Rhyme Expert): Refines lines for rhyme.</li> <li>● Student B (AI Assistant): refine the lines with AI / look for ideas from AI if necessary</li> <li>● Student C (Recorder)/Group leader: Posts the final lyrics to Padlet.</li> </ul> <p><b>2. Activity 5: Present and Evaluation (10 mins)</b></p> <ul style="list-style-type: none"> <li>● Some groups are invited to share their lines</li> <li>● Ss evaluate each other's performance using T.A.G strategies <ul style="list-style-type: none"> <li>● T(ell a strength).</li> <li>● A(sk a question).</li> <li>● G(ive a suggestion) to provide their feedback</li> </ul> </li> </ul> <p>3. T highlights exemplary work and addresses errors</p>	Padlet as well		
5 mins	<p><b>Stage 6:</b></p> <p><b><u>Consolidation &amp; Conclusion</u></b></p>	<p><b>Activity 6: Exit ticket on Kahoot to check Ss the understanding</b></p> <ul style="list-style-type: none"> <li>● Ss finish the pre-lesson quiz to evaluate Ss' performance</li> <li>● T goes over the major grammatical points of the lesson</li> <li>● Assign homework: Refine lyrics into a 5-line song and submit via Padlet.</li> </ul>	<ul style="list-style-type: none"> <li>● to reinforce the target grammar</li> <li>● to guide students refine their work</li> </ul>	Co-learning	Canvas slides
N/A	<p><b>Stage 7:</b></p> <p><b><u>Post-lesson follow-up</u></b></p>	<p>Homework:</p> <p>1. Refine group lyrics into a 5-line song. Optional: Use AI tools (e.g., Suno.ai or ChatGPT) to generate melody/beat.</p>	<ul style="list-style-type: none"> <li>● guide students to use the AI tool to develop their work</li> </ul>	Self-learning	

# Concrete teaching activities and worksheets

## 1. Activity 1: Pre-lesson Kahoot quiz

<https://create.kahoot.it/details/sentence-structure-the-2nd-conditional/4e324e03-3c42-4696-bd6e-c1c002d38e66>



## 2. Activity 2: Conductive learning by comparing the concordances

### A. Circle the verbs in the sentences\*in ① and find out the patterns.

	if-clause	,	main clause
①	If you <u>pick</u> them all today,	,	there <u>will be</u> no more left.
1 <sup>st</sup> conditional	If you <u>ask</u> me questions,	,	I <u>will</u> tell you the answers.
	If Mrs Medlock <u>finds</u> out,	,	she <u>will</u> think I broke orders.
	If you <u>don't stop</u> ,	,	I <u>will</u> arrest you.
situations	If she <u>doesn't</u> go to sleep later,	,	her mum <u>will</u> call me.
(possible/ imaginary)	If sb _____	,	sb _____
	(_____ tense)	,	(_____ tense)
②	If sb _____	,	sb _____
2 <sup>nd</sup> conditional	(_____ tense)	,	(_____ tense)

\*derived from Lexitutor

	if-clause	,	main clause
①	If I <u>were</u> you,	,	I <u>would</u> write him an apology.
2 <sup>nd</sup> conditional	If she <u>met</u> this old man before,	,	she <u>would</u> talk to him.
	If I <u>did not</u> follow his rules,	,	he <u>would</u> be angry.
	If you <u>didn't</u> come back,	,	it <u>would</u> be disappointing.
situations	If she <u>were</u> not so shallow,	,	she <u>would</u> improve herself.
(possible/ imaginary)	If sb _____	,	sb _____
	(_____ tense)	,	(_____ tense)

\*derived from Lexitutor

### B. Present your finding to each other in pairs and fill in blanks in ②.

# CORPUS: AUTHENTIC SENTENCES

Corpus of Contemporary American English

SEARCH PREVIOUSLY EXISTING HELP

Concordance extract for equals IF sorted left

044.  of flowers. "You have enough now," he declared. " **IF** you pick them all to-day, there won't be any le **held**

045.  older," the officer's wife said good-naturedly. " **IF** she were not so shallow and had a nicer expressi **secret gar**

066.  they were quite sure which way they were going. " **IF** we walk far enough," said Dorothy, "I am sure w **wizard or**

065.  said the nurse, with an attempt at reluctance. " **IF** he doesn't go to sleep in half an hour you must **secret gar**

109.  an looked a trifle ashamed of his own testiness. " **IF** I were you, I'd write him an apology, Sir. He o **little vor**

149.  w. eye, "it" said the weathered. "Ay, ay!" " **IF** you keep doing it every day as regularly as you **secret gar**

183.  ight." "How does he look?" was the next question. " **IF** he took his food natural, sir, you'd think he w **secret gar**

202.  I don't know what to do!" cried agitated Martha. " **IF** Mrs. Medlock finds out, she'll think I broke up **secret gar**

1066.  eyes. "Dear Stacy, it would be perfectly dreadful **IF** you didn't come back. I don't believe I could h **atme green**

Home > Concordance > English Input > Output

Concordance for equals IF in children\_stories

044.  of flowers. "You have enough now," he declared. " **IF** you pick them all to-day, there won't be any le **held**

045.  older," the officer's wife said good-naturedly. " **IF** she were not so shallow and had a nicer expressi **secret gar**

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User selected output: 9 selected from 3831 available in Corpus-children\_stories on Lexitutor.com/set to 50000 max on 2025/4/9

### 3. Activity 3: Guided lyrics filling activity:

Fill in the blanks with 1<sup>st</sup> or 2<sup>nd</sup> conditionals for a ‘song writer’ (semi-controlled)


### A Day Dreamer

- 1.If you \_\_\_\_ (laugh) , I \_\_\_\_ (laugh) with you!
2. If I \_\_\_\_ (have) a magic key,  
I \_\_\_\_ (turn) all homework into a chocolate sea!
3. I \_\_\_\_ (clap) with you if you \_\_\_\_ (clap)!
- 4.I \_\_\_\_ (fly) high into the sky if I \_\_\_\_ (be) a  
giant kite!

Though I don't have magic powers,  
I will keep dreaming big with you!

### Julia

\*singer and song writer  
\*needs to use 1st and 2nd conditional sentences in the lyrics





### 4. Activity 4:

Students create their own songs in group, using 1st and 2nd conditional sentences with the help of Deepseek and RhymeZone to refine their lines or get creative ideas

### A Day Dreamer

- 1.If you **laugh**, I'll **laugh** with you.
2. If I **had** a magic key, I **would turn** all homework into a chocolate sea!
3. I **will clap** with you if you **clap**!
- 4.I **would fly** high into the sky if I **were** a giant kite!
5. If you \_\_\_\_ (jump) , I \_\_\_\_\_!
6. If I \_\_\_\_ (win) the lottery, I \_\_\_\_\_!
7. \_\_\_\_\_!
8. \_\_\_\_\_!

Though I don't have magic powers, I will keep dreaming big with you!



## 5. Activity 5: Present and Evaluation

In groups, students post their work onto Padlet and present in front of the class, other groups use T(ell a strength).A(sk a question).G(ive a suggestion) to provide their feedback

### Peer Evaluation

### T.A.G

**Tell**

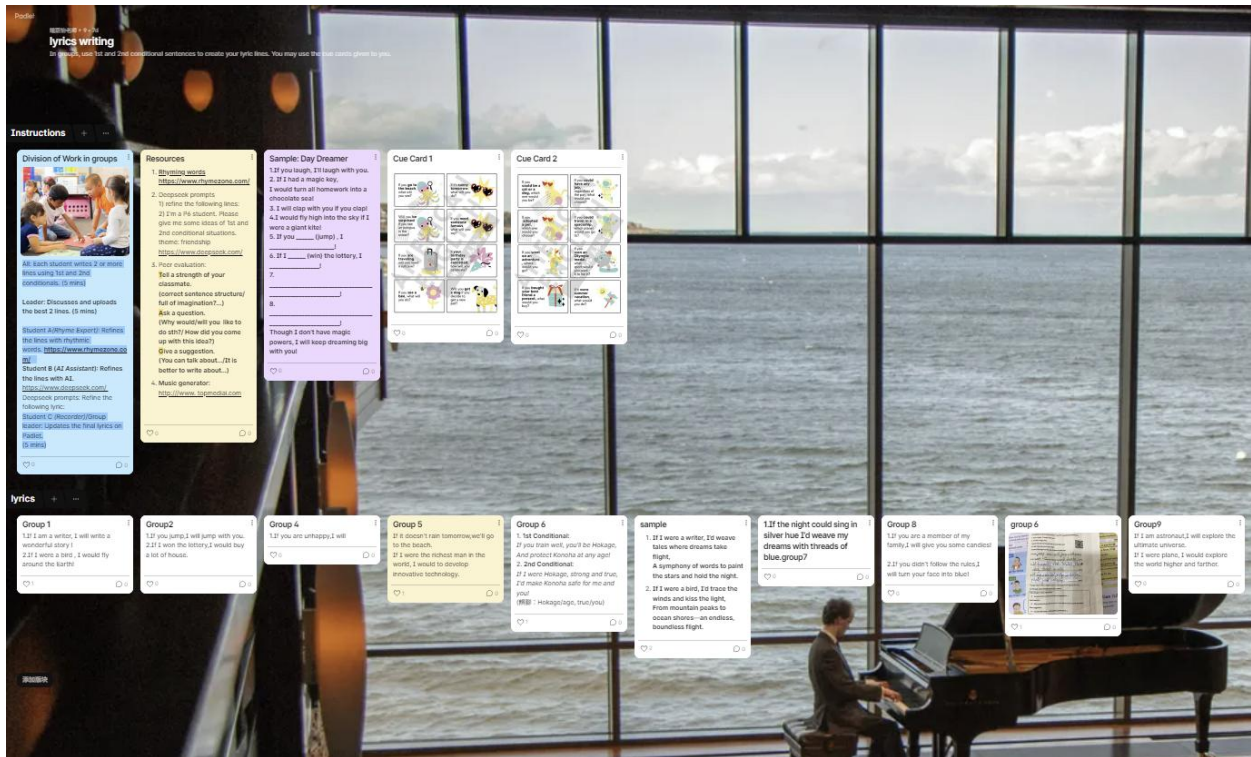
- Tell a strength of your classmate.**  
(correct sentence structure / full of imagination?...)

**Ask**

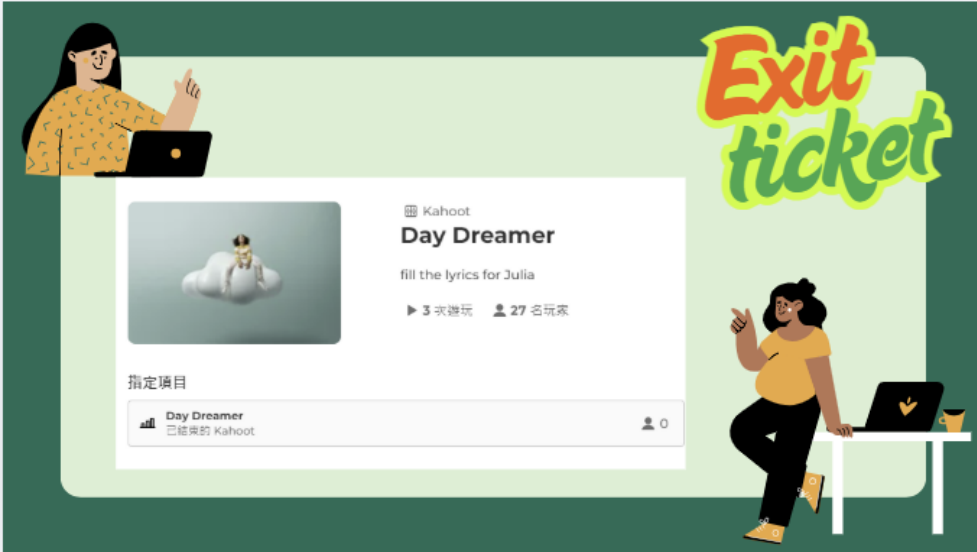
- Ask a question.**  
(Why would/will you like to do sth?/ How did you come up with this idea?)

**Give**

- Give a suggestion.**  
(You can talk about.../It is better to write about...)



6. Activity 6: Exit ticket on Kahoot to check Ss the understanding



**Appendix 1: Class Workshee**

Name: \_\_\_\_\_ ( )

A. Circle the verbs in the sentences\*in ① and find out the patterns.

	if-clause	,	main clause
①	If you <u>pick</u> them all today,	,	there <u>will be</u> no more left.
1 <sup>st</sup> conditional	If you ask me questions,	,	I will tell you the answers.
	If Mrs Medlock finds out,	,	she will think I broke orders.
	If you don't stop,	,	I will arrest you.
situations	If she doesn't go to sleep later,	,	her mum will call me.
(possible/ imaginery)	If sb _____, (_____ tense)	,	sb _____. (_____ tense)
②	2 <sup>nd</sup> conditional		
situations	If sb _____, (_____ tense)	,	sb _____. (_____ tense)

\*derived from Lextutor

B. Present your finding to each other in pairs and fill in blanks in ②.

C. Help Julia finish her song with 1st or 2nd conditional via Kahoot.

- If you \_\_\_\_\_ (laugh), I \_\_\_\_\_ (laugh) with you!
- If I \_\_\_\_\_ (have) a magic key, I \_\_\_\_\_ (turn) all homework into a chocolate sea!
- I will \_\_\_\_\_ (clap), I \_\_\_\_\_ (clap) with you.
- I \_\_\_\_\_ (fly) high into the sky if I \_\_\_\_\_ (be) a giant kite!

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Name: \_\_\_\_\_ ( )

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② 1st conditional	If sb _____,	sb _____.
situations	(_____ tense)	(_____ tense)
①	<b>if-clause</b>	<b>main clause</b>
①	If I <b>were</b> you,	I <b>would write</b> him an apology.
2 <sup>nd</sup> conditional	If she met this old man before,	she would talk to him.
	If I did not follow his rules,	he would be angry.
	If you didn't come back,	it would be disappointing.
situations	If she were not so tall,	she would improve herself.
(possible/ imaginary)	If sb _____,	sb _____.
	(_____ tense)	(_____ tense)

\*derived from Lextutor

B. Present your finding to each other in pairs and fill in blanks in ②.

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Name: \_\_\_\_\_ ( )

**C. Create 2 or more lyrics with 1<sup>st</sup> and 2<sup>nd</sup> conditional sentences.**

- 1. If you laugh, I'll laugh with you!
- 2. If I had a magic key,  
I would turn all homework into a chocolate sea!
- 3. I will clap with you if you clap!
- 4. I would fly high into the sky if I were a giant kite!



- 5. If you \_\_\_\_\_ (jump), I \_\_\_\_\_! (1<sup>st</sup>)
- 6. If I \_\_\_\_\_ (win) the lottery, I \_\_\_\_\_! (2<sup>nd</sup>)
- 7. \_\_\_\_\_  
\_\_\_\_\_!(1<sup>st</sup>)
- 8. \_\_\_\_\_  
\_\_\_\_\_!(2<sup>nd</sup>)

Though I don't have magic powers, I will keep dreaming big with you!

**D. Provide some feedback to your peers**

Tell a strength of your classmate.

- (correct sentence structure/ full of imagination?...)

Ask a question.

- (Why would/will you like to do sth/? How did you come up with this idea?)

Give a suggestion.

- (You can talk about.../It is better to write about...)

Name: \_\_\_\_\_ ( )

**C. Create 2 or more lyrics with 1<sup>st</sup> and 2<sup>nd</sup> conditional sentences.**

- 1. If you laugh, I'll laugh with you!
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- 7. \_\_\_\_\_  
\_\_\_\_\_!(1<sup>st</sup>)
- 8. \_\_\_\_\_  
\_\_\_\_\_!(2<sup>nd</sup>)

Though I don't have magic powers, I will keep dreaming big with you!

**D. Provide some feedback to your peers**

Tell a strength of your classmate.

- (correct sentence structure/ full of imagination?...)

Ask a question.

- (Why would/will you like to do sth/? How did you come up with this idea?)

Give a suggestion.

- (You can talk about.../It is better to write about...)

## ‘A Day Dreamer’



conditional sentences with ‘if’  
By Miss Zhong

### What ... if?

What **will** Miss Zhong **do** if you **speak** Chinese in this lesson?

What would you **ask** for if Miss Zhong **were** a superhero?




### Today, we will:

- Via **Corpus**, **compare** 1st and 2nd conditional sentences (**sentence structure & situation: possible/imaginary**)
- Define 1st and 2nd conditional sentence structure and context
- Apply 1st and 2nd conditional sentences in **creative lyric writing**

\*AI tools will be used



## Entrance ticket





# 1st conditional?

# 2nd conditional?



## CORPUS: AUTHENTIC SENTENCES




**A. Circle the verbs in the sentences\*in ① and find out the patterns.**

	if clause	main clause
①	If you <b>call</b> them all today, there <b>will</b> be no more left.	
②	If you <b>ask</b> me questions, I <b>will</b> tell you the answers.	
③	If she <b>doesn't</b> finish up, she <b>will</b> think I broke orders.	
④	If you <b>don't</b> stop, I <b>will</b> arrest you.	
⑤	If she <b>doesn't</b> go to sleep later, her team <b>will</b> call her.	

	if clause	main clause
①	If I <b>study</b> you, I <b>could</b> write for an apology.	
②	If she <b>was</b> the old man before, she <b>would</b> talk to him.	
③	If I <b>didn't</b> follow the rules, he <b>would</b> be angry.	
④	If you <b>didn't</b> come back, it <b>would</b> be disappointing.	
⑤	If she <b>wasn't</b> so selfish, she <b>would</b> respect herself!	

**A. Circle the verbs in the sentences\*in ① and find out the patterns.**

	if clause	main clause
①	If you <b>call</b> them all today, there <b>will</b> be no more left.	
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③	If I <b>didn't</b> follow the rules, he <b>would</b> be angry.	
④	If you <b>didn't</b> come back, it <b>would</b> be disappointing.	
⑤	If she <b>wasn't</b> so selfish, she <b>would</b> respect herself!	

**B. Present your finding to each other in pairs and fill in blanks in ②.**

**B. Present your finding to each other in pairs and fill in blanks in ③.**

### 1st conditional

**Example**  
If you **pick** them all today, there **will be** no more left.

**Possible** situation  
simple present tense  
If sb/sth **do/does** sth,  
sb/sth **will do** sth.  
future tense

### 2nd conditional

**Example**  
If I **were** you, I **would write** him an apology.

**Imaginary** situation  
simple past tense  
If sb/sth **did/were** sth,  
sb/sth **would do** sth.  
future in the past

### A Day Dreamer

- If you \_\_\_\_ (laugh) , I \_\_\_\_ (laugh) with you!
- If I \_\_\_\_ (have) a magic key, I \_\_\_\_ (turn) all homework into a chocolate sea!
- I \_\_\_\_ (clap) with you if you \_\_\_\_ (clap)!
- I \_\_\_\_ (fly) high into the sky if I \_\_\_\_ (be) a giant kite!

Though I don't have magic powers, I will keep dreaming big with you!

### A Day Dreamer

**Julia**  
\*singer and song writer  
\*needs to use 1st and 2nd conditional sentences in the lyrics

- If you **laugh**, I'll **laugh** with you.
- If I **had** a magic key, I **would turn** all homework into a chocolate sea!
- I **will clap** with you if you **clap**!
- I **would fly** high into the sky if I **were** a giant kite!
- If you \_\_\_\_ (jump) , I \_\_\_\_ !
- If I \_\_\_\_ (win) the lottery, I \_\_\_\_ !
- \_\_\_\_\_ !
- \_\_\_\_\_ !

Though I don't have magic powers, I will keep dreaming big with you!

### Peer Evaluation

**T.A.G**

**Tell**

- Tell a strength of your classmate. (correct sentence structure / full of imagination?...)

**Ask**

- Ask a question. (Why would/will you like to do sth?/ How did you come up with this idea?)

**Give**

- Give a suggestion. (You can talk about.../it is better to write about...)

### Exit ticket

### Today, we have:

- Via Corpus, compared 1st and 2nd conditional sentences (sentence structure & situation: possible/imaginary)
- Defined 1st and 2nd conditional sentence structure and context
- Applied 1st and 2nd conditional sentences in creative lyric writing

\*AI tools are used

# Good job! Happy learning!

Press these keys while on Present mode!

B for blur	C for confetti
D for a drumroll	M for mic drop
O for bubbles	Q for quiet
U for unveil	Any number from 0-9 for a timer