LESSON PLAN 2

Topic	Second Conditionals (If Clause Type 2)
Level	Intermediate
Language objective	- At the end of this lesson, students will be able to form sentences using second conditional. - Students will be able to ask and answer questions using the second conditional. - They will discuss unreal or imaginary conditions. - They will be able to differentiate between real and imaginary conditions. - They will improve their speaking skills.
Tools	- smart board - tweets which are pre-assigned to students in the previous lesson - a power point presentation including an explanatory video, three pictures which will stimulate the students to form sentences using second conditional, a song which makes use of conditional sentences - mobile phones for a test given with Kahoot! to stimulate a more fun and permanent learning environment

This lesson plan makes use of tweets. Therefore, prior to this lesson, the teacher should assign the students who have twitter accounts to post a tweet about something they want but cannot have under present circumstances (an unreal situation). The tweet should contain an if clause, preferably a second conditional, and at the beginning of the lesson, when the tweets are shared with the whole class, the teacher shall ignore any grammar mistakes at this stage for the subject "Second Conditional" has not been taught yet.

Step 1:
Warm up (five to ten minutes): Teacher asks the students to read out their tweets and the class engages in a conversation about each student's tweet. The teacher should encourage the students to ask questions about the tweets, and create a friendly class atmosphere for discussion. Students can ask the tweeter why he/she has tweeted something like that and a conversation should naturally follow.

(At this point, if need be, the teacher may write down the tweets on board as the students read them out loud, or even choose to put the tweets in the power point presentation beforehand if he/she knows what his/her students have tweeted.)

e.g. A student has tweeted: *"If I were a boy, I'd be afraid to ask a girl out in fear of rejection."* And the other students/teacher may ask *"What would happen if you were rejected?",* and so on.

e.g. A student has tweeted: *"If I had enough time and resources, I'd travel the world."* And the other students/teacher may ask *"Where would you go first and why?",* and so on.

Step 2 (five to ten minutes):
After the warm up session finishes, the teacher wants to students to guess, under the light of the tweets, as to why second conditionals are used. The students will be asked to analyse the sentences. The students should be encouraged to make guesses and analyses no more than 10 minutes.

Step 3 (10 minutes):
Students are shown the explanatory video on the power point presentation. The teacher further explains if the students have any questions.

Step 4:
Students are shown Picture 1. The cue sentence is, *"If I lived on an island, …"*. They are asked to finish the sentence using second conditional structures.
Students are shown Picture 2. The cue sentence is, *"If I were the President of my country, …"*. They are asked to finish the sentence using second conditional structures.
Students are shown Picture 3. The cue sentence is *"If I could travel anywhere in the world, …"*. They are asked to finish the sentence using second conditional structures.

Step 5:
Students are shown the lyric video *"If you had my love"* by Jennifer Lopez. They will be asked to sing along and maybe even stand up and dance depending on the group's social skills.

Step 6:
Students take a test of Kahoot! using their mobile phones.

In order to play a game in Kahoot!, you have to create a Kahoot! account. The link below is the Kahoot! game for this lesson. Share this link with your students so that they can play the game.

https://play.kahoot.it/#/k/91b64184-8b54-4bde-a953-c239a9a2170a

Below is a link to show you how you can host a Kahoot! game in your class. The steps are explained thoroughly in the link.
https://support.kahoot.com/hc/en-us/articles/115000499428