



FIRST & SECOND CONDITIONALS

AIR POLLUTION



an example of a lesson plan following the PPP model

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CLASS - - - Intermediate level, 4 students

THEME FOR CLASS - - - Pollution

TARGET LANGUAGE (TL) - - - 1st and 2nd conditionals

OBJECTIVE FOR CLASS - - - By the end of the class the students should be able to know the difference between first and second conditionals and be able to use both forms while speaking about pollution.

MATERIALS - - - ● 3 pictures to be used in the CONTEXT stage (from Pixabay)

- Handout 1 - Reading: Article about air pollution plus corresponding reading exercises
citation: (This article was written by Katy Daigle and has been adapted from <https://www.sciencenewsforstudents.org/article/air-pollution-shortening-lives-worldwide>)
- Handout 2 - Worksheet for PRACTICE activities with summary reference chart at top of page

This class is normally of a 90-minute duration but for the purposes of this educational video, the part of interest was some sixty-eight minutes.

MEC

**CONTEXT
or
WARMER/THEME**

1

OBJECTIVE(S)

- To get the students speaking and communicating a little in English.
- To orientate students to begin thinking of different kinds of pollution. There are three pictures (one each of air, land and water pollution).

MATERIALS

3 pictures from Pixabay
(different kinds of pollution: air, land & water)



Students are placed into pairs (more intimate groups this way, and more students will be speaking) and given 3 pictures. Together they have to

- 1) Describe each picture individually
- 2) Decide what all three pictures have in common

Teacher monitors and helps out a little if there are problems with vocabulary
After the pair-work the teacher asks the students to say what they came up with

MEC

INTRODUCTION

2

OBJECTIVE(S)

- To pre-teach some vocabulary found in the reading (ex: lifespan)
- To orientate students to some of the content (concepts) in the article

MATERIALS

- - - - none, other than the whiteboard

- Elicit the meaning of 'lifespan' from the class
- Ask the students to answer the question written on the board:

What are some common causes for shorter life spans in some countries? (for example diet, pollution and cancer)

MEC
INPUT
TASK 1:
READING FOR
GIST
3

OBJECTIVE(S) ● To have the students get a general idea of what the text is about without getting bogged down with unfamiliar vocabulary or some unclear parts or ideas

MATERIALS Handout 1 with article and two sets of questions. One set is for this task where the students have to decide which of the three given titles is most suitable

- The students are given a handout which contains both the article to read and two sets of questions. The students are asked to fold their papers so they could focus completely on that first task (and not reading ahead to see what is next on the handout).
- Students understand the task before they begin reading and are given only one minute to decide which title would be best for the article.
- After one minute students are asked not only for their answer, but also why the other options were not correct or suitable.

MEC
INPUT
TASK 2:
READING FOR
DETAILS
4

OBJECTIVE(S) ● To have the students get a better idea of what the text is about by quickly scanning it for specific information

MATERIALS Handout 1 with article and two sets of questions. This task is the second set of 3 questions found at the bottom of the article

- Students are told to look at Section 2 on their handout
- We go over the questions so the students understand what they have to read for
- Students work out the answers individually but can check with other students
- The answers are elicited and explained.

MEC
PRESENTATION
5

OBJECTIVE(S) ● To familiarize the students with how the first and second conditionals are formed and to know what situations are appropriate to use which one

MATERIALS The form, concepts and examples are written on the board

- Ask the students what they know about the grammatical structure of conditionals.
- Focus on what they know about the first and second conditionals and write the information on the board in a clear and organized way (which resembles the chart in Handout 2).
- Review the key points by asking different students comprehension check questions to see what they understand and how well they are retaining the key information.

MEC
PRACTICE 1
CORRECT
SENTENCES
6

OBJECTIVE(S) ● To test for level of understanding as students apply some of the recently reviewed key concepts by correcting 4 sentences with errors emphasizing those points.

MATERIALS Handout 2 with a chart for reference of key idea (#1) and the task of correcting the four sentences (#2)

- Point out the 4 sentences in Section 2 and tell the students to correct them.
- Monitor the students while they are working to see what they find difficult.
- Elicit the answers and their explanations / Also deal with their doubts as we go over their answers.
- Review the key points before going on to Practice 2

PRACTICE 2a**WRITE & USE
QUESTIONS
1ST CONDITIONAL**

MEC

7a

OBJECTIVE(S)

- To have the students come up with their own sentences using the first conditional structure for an appropriate situation, matching the form with the function
- To have the students become familiar with incorporating the TL into their speaking

MATERIALS

Handout 2 Section #3

- Focus on only the first conditional as the TL (target language) and elicit the key points to orientate the students.
- Students look at Section #3 on Handout 2 and teacher elicits different possible questions they could ask in that form.
- Students individually write first conditional questions to ask a partner in the class. Teacher monitors and helps.
- Model the coming speaking application by having one student ask another his/her question and the partner replies. Encourage them to explore a little further by changing it into a 'mini one-minute conversation' through asking follow-up questions and volunteering comments or details.
- Place students in pairs and have them take turns with their questions which lead them to their mini conversations.
- Give some feedback when they are finished, looking both at the target language used and their development of the mini conversations.

PRACTICE 2b**WRITE & USE
QUESTIONS
2ND CONDITIONAL**

MEC

7b

OBJECTIVE(S)

- To have the students come up with their own sentences using the second conditional structure for an appropriate situation, matching the form with the function

- To have the students become familiar with incorporating the TL into their speaking

MATERIALS

Handout 2 Section #4

- Focus on only the second conditional and elicit the key points to orientate the students.
- Basically the same procedure as the previous exercise, but now for Section 4 and focusing on the second conditional.

PRACTICE 3**PREPARE FOR
DISCUSSION**

MEC

7c

OBJECTIVE(S)

- To help students prepare for coming discussion

MATERIALS

Handout 2 Section #5

Some prompts in Section #6 they can use in their conversation

- Tell the students that soon they will have a discussion about the theme of *air pollution*. They are to talk about how bad it is and what can be done about it. Elicit some possible sentences/questions for the two conditionals as examples.
- Students each write one first conditional sentence or question and another one in the second conditional that they might use in that discussion.
- Teacher monitors and helps.
- Because there are only four students, place them all in the same group and tell them they are enjoying a cup of coffee together. They are to imagine that the conversation has turned to air pollution and without referring to their notes, they talk about how bad the situation is and speculate what could be done about it, using occasionally, if it's appropriate, the first or second conditional. The main focus is to have a conversation and that they should explore the theme.
- Go over the expressions in Section #6 that they can use while speaking and write them on the board as prompts
- Teacher listens and steps in, if necessary, to guide and encourage the students to explore the theme in their conversation.
- Give some feedback when they are finished, looking both at the target language used and their development of the discussion.

MEC

PRODUCTION

8

OBJECTIVE(S)

- To use the two conditionals in a Production speaking activity

MATERIALS

- Tell the students they are going to have one more conversation using the first and second conditional. This time it will be about land and water pollution or pollution in general.
- Tell them they can think for a couple of minutes about what they may say or ask about that theme. Remind them of some of the things that came up in the previous speaking activity. Also tell them that the teacher will not be participating; that it will be just their conversation.
- Students speak for about 5 minutes.
- Give some feedback when they are finished, looking both at the target language used and their development of the discussion.