

Using PPP Model to Present the 2nd Conditional

Presentation

1. Drawing a picture of myself with thought bubbles of lots of money, a sports car, a big house and a world map.
2. Asking my students what I'm thinking about and then introduce the target language.
"If I had a lot of money, I would buy a sports car and a big house."
3. Practicing and drilling the sentence orally before writing it on the board (positive, negative, question and short answer).
4. Then, focusing on the form by asking the students questions. E.g. *"What do we use after 'if'?"* and on meaning by asking the students questions to check that they have understood the concept (E.g. *"Do I have lots of money?"* No. *"What am I doing?"* Imagining.)
5. When I am satisfied that my students understand the form and the meaning, I move on to the practice stage of the lesson. During this stage of the lesson it is important to correct phonological and grammatical mistakes.

Practice

1. Using split sentences as a controlled practice activity. I give students lots of sentence halves and in pairs they try and match the beginnings and ends of the sentences.
Example: *"If I won the lottery," "I'd travel around the world."*
2. I would then do a communicative follow up game using the same sentence halves.

Production

1. Giving students a list of question prompts to ask others in the class.
Example: do / if / win the lottery?
2. Giving the opportunity to the students to answer more spontaneously using other language items and thus the activity becomes much less predictable.
3. Monitoring and making a note of any errors so that you can build in class feedback and error analysis at the end of the lesson.