



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENE
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

FIRST AND SECOND CONDITIONAL

**COMPREHENSIVE EXAM
(PRACTICAL COMPONENT)**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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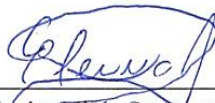
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Advisor's approval

In my role as Advisor of the comprehensive exam report under the title “**FIRST AND SECOND CONDITIONAL**” prepared by **TIGRERO DE LA CRUZ GRACE LISSETTE** undergraduate student of the Pedagogy of National and foreign Languages Career, Faculty of Educational Science and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed this report, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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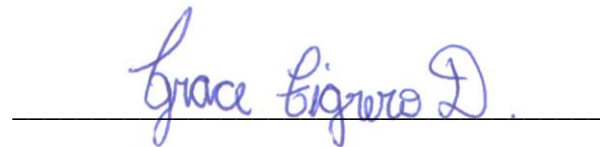
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STATEMENT OF AUTHORSHIP

I, Tigreiro De La Cruz Grace Lisette with ID number # 2450052366, undergraduate student from Universidad Estatal de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the comprehensive exam report titled "First and second conditional" certify that this work is of my authorship, except for the quotes and reflections used in this report.



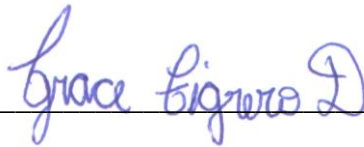
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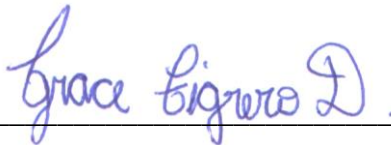


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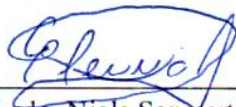
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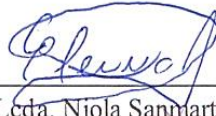


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CERTIFICADO SISTEMA ANTI-PLAGIO

En calidad de tutor del informe del Examen Complexivo denominado “**FIRST AND SECON CONDITIONAL**” elaborado por la estudiante **Tigero De La Cruz Grace Lisette**, de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema de anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente informe, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Leda. Niola Sanmartín Rosa Elena, MSc.

Advisor

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ACKNOWLEDGMENT

In this important document, I would like to have in my mind the people who were the unconditional support throughout my university process, who were the ones who caused me to reach one more goal.

First, to my dearest parents who supported me during my academic process.

To my dearest Tigrero family who have always supported me in several situation, such as economically, emotionally, and others; moreover, they have always motivated me to achieve this goal.

Besides, I would like to mention to my university classmates, because they helped me when I needed, specially who became in my inseparable friends from the beginning of the long and hard academic process, María Luisa Suárez, Lourdes Limón and Génesis Cuenca.

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Last but not least, I am thankful with this prestigious institution, where I achieve an important university degree, to Universidad Estatal Península de Santa Elena, and the professors who teach me a suitable knowledge to my professional life.

DEDICATION

I would like to dedicate this report to my dearest important family.

First, to my dear God, without hesitating he was the biggest support in this hard process: besides, he was the guide in every important choice.

To my parents, specially to my dearest mother Nelly De la Cruz who was my support in every semester, who has always stayed me. Besides, to my father Franklin Tigrero, who supported me financially and emotionally.

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Finally, to me for the sleepless nights I spent studying, for my effort, and dedication.

With love,

Tigrero De La Cruz Grace Lissette

ABSTRACT

This report contains a clear instruction about how to explain and teach “First and Second conditional” in a demonstrative or a real class. This class is for B1 or B2 level; in addition, the methods used are Task based learned and Communicative language teaching due to the importance of reaching to the students and capturing their attention in order to guarantee the correct learning of each one of them.

Furthermore, this report shows what are the resources utilized by the professor during the demonstrative class about “First and Second conditional”, moreover this report contains an important knowledge and suitable activities, in addition, in this planning, each section is explained from the classroom management to the methodologies used during the demonstration class.

Finally, through this report has demonstrated the knowledge acquired during university training, and what are the things that as a professor can improve in future class, so in this way the learning-process will be effective, guaranteed and of high quality.

Key word: First and second conditional, tasked based learned, Communicative language teaching, classroom management.

RESUMEN

Este informe contiene instrucciones claras sobre cómo explicar y enseñar “Primer y Segundo condicional” en una clase real o demostrativa. Esta clase es para nivel B1 y B2, además los métodos usados para la clase son de aprendizaje en tareas, y enseñanza comunicativa de idiomas además debido a la importancia de llegar a los estudiantes y captar su atención para garantizar el aprendizaje correcto de cada uno de ellos.

También, este informe muestra cuáles son los recursos utilizados por el profesor durante la clase demostrativa llamada “Primer y Segundo condicional”, además el reporte contiene conocimiento importante y actividades adecuadas, también en la planificación cada sección es explicada, desde el manejo del aula hasta las metodologías usadas durante la clase demostrativa.

Finalmente, a través de este reporte se ha demostrado el conocimiento adquirido durante la formación universitaria, y cuáles son las cosas que como profesor se pueden mejorar en futuras clases, así que de esta manera el proceso de aprendizaje será efectivo, garantizado y de calidad.

Palabras clave: primer y segundo condicional, método de aprendizaje basado en tareas, enseñanza comunicativa de idiomas, manejo del aula.

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INTRODUCTION

Education worldwide is considered a fundamental part of the life of every human being, it is the process by which we develop towards a better future for our generations, where we can learn essential things for the development of the society in which we live.

Nowadays, mastering a second language is of vital importance. Why? Because this language is used to communicate better, and It could be used to open new horizons towards a bright future. Studying a second language in this case English opens many doors in the workplace, it is worth mentioning that it is one of the languages that is dominated worldwide, for this reason it is essential to teach a second language.

According to UPSE statements in article 3 students have two options to become professionals in their major, it says “Each major will have the two options related to their knowledge area which, according to part five number three article 22 of the CES academic statement, these options will obligatorily include the comprehensive examination and the research projects.” (UPSE, 2015)

Due to the Universidad Estatal Península de Santa Elena and university superior council stablish that each student from this institution have two options to be a professional, they can choose a project or thesis, or an exam which contains the most important subject that contribute to the professional profile of students.

Recently the students and professor are returning to the face-to-face classes, and the authorities from this institution have been adapted to the new environment due to the pandemic, and the students form pedagogy of the foreign language have been adapted to their

project or in this case comprehensive exam, they followed the health measures issued by COE, and they took the exam in a face-to-face way.

This document shows the evidence about the demonstrative class considering the important things to teach a class, considering the things to develop any class activity.

PLANNING

The topic

First and Second conditional

Situation that could be happen in our daily life (first conditional)

Unrealistic situation that people can imagine, even though this situation could be happened.

The objective

To achieve the comprehension about the general topic and apply in their practice.

By the end of the lesson, the students will be able to understand the appropriate use of first and second conditional.

The methodology

In this case, two different methods were use such as, “communicative language teaching”, and “task-based learning”. According to these methods teacher can use in different ways, for example CLT method, this is appropriate when the professor needs to practice some

conversations in a new language, in this case English, or when learners are learning a new vocabulary, the interaction among professor and students could be more interesting and easier to achieve the class objectives. On the other hand, TBL method, is used for specific tasks, when people are learning a new language, they are guided by a professor, it is in charge to teach with different kinds of tasks to learn a new vocabulary, grammar rule or topic. This class started with a video about what First and Second conditional is, next with power point presentation about the structure and some examples, then each selected student proceeded to read the example in power point presentation, then students did some activities about the class, and finally a lesson about the topic taught.

The resources

In this class, there were several resources such as, power point presentation, video, worksheets, white board, markers and projector. Using these resources the students can understand the explanation about the topic. These were important tools to teach in an interactive way, catching the attention of the students during the class.

DEVELOPMENT

Activities

- It is important to start a good class in a great environment, for this reason a good warm up could be to start a class with a conversation between professor and students, talking about how was their day? It is a great way to interact and start a class, that is the key as a welcome to the student.

- Teacher must introduce the topic with a brief explanation about first and second conditional, and what is and how people can use. Then show a video about the topic mentioned before.
- Miss showed a power point presentation about the structure and some examples of First and Second conditionals. Then, there were participation in class, they read, and they told to the professor one sentence about the topic taught.
- The students did a worksheet activity, in this piece of paper they filled in the blanks with the correct form of the verb according to the conditional mentioned.
- In this case, professor and students checked one sentence from the activity previously carried out; in this way the doubts were solved.
- Then the students did an evaluation, but before starting the evaluation they receive feedback with the most important things of the structure, and things that they must consider.
- Homework explanation.

Group work

The class were with three students, and they were face to face, so there was not a group work, each student worked alone. However, as teachers should be monitored while they are working on their activities.

Class management

The class was face to face, for this reason the lesson plan was divided according to the number of activities proposed depending on the time previously established.

The class lasted 30 minutes, in which time was divided for each activity proposed in the class planning, it should be noted that each activity was planned according to the number of students and the level they have, using different resources, such as videos with a duration of 3 minutes in which the structure and important data of the topic were explained. In addition, a power point presentation was used, where the structure and some examples of how conditionals are used previously were explained in more detail. Additionally, with the help of the slides it was possible to participate in class by reading the content of each slide. On the other hand, there was also a review of the activities performed, which took 3 minutes, and finally a lesson was taken, as well as indications of the task to be performed, which took 9 minutes.

ASSESSMENT

The students did an activity where they filled the blanks with the correct form of the verb according to the conditional required.

This activity was about 12 sentences, 7 of First conditional and 5 of Second conditional. The rubric for this activity was. This activity was graded over 15 points.

Check the grammar rules	10 points	Grammar rules according to the conditional.
Put the correct form of the verb.	5 points	Check the order and use the correct form of the verb, and what type of sentence use.

At the end of the class students did an evaluation about the topic taught. The evaluation contains a reading in which they had to identify what conditional and the correct form of the verb, and they could demonstrate their knowledge acquired during the class, in addition, the lesson was graded over 10 points.

WRAP UP

Feedback

At the end of the class feedback is important for many reasons, one of them is, students must know what they have learned during the class, as a result teacher can take a lesson and get a great grade. In the feedback just remember the important things about the topic taught, for example, things that could be considered when students are writing sentences with first and second conditional, the grammatical rules, just the important things.

Autonomous work and assignments

As an autonomous work they must do some homework about the structure of first and second conditional like the activities previously performed.

SELF REFLECTION

At the beginning of this class was very important to catch the attention to the students, for this reason the use of warm up was employed, the class started with a conversation about how was their day? Then, a good explanation about what or how first and second conditionals are used, creating in this way a great environment for the students.

Then, the class started using different resources in this case a video about First and Second conditional, using this video the students should have paid attention as quickly as possible, in this way the important things were explained and certain examples were given according to the topic, the students had to listen carefully and they took notes about the structure and students asked if they had any doubt about the topic mentioned before.

Once the video was reviewed, the professor proceeded to a more in depth explanation of the topic mentioned above, next power point presentation with the structure, rules and things to consider when using these conditionals, because they did an activity and a small lesson about the topic taught with these activities they showed their knowledge learning during the class.

Another factor considered in this class was the correct management of the time as a teacher, every minute was considered for each activity performed in the class. and time was used correctly to explain the topic, giving the necessary things, for instance feedback before and at the end of the class.

Finally, they must complete an evaluation demonstrating their knowledge learned during the class achieving a good grade. And then continued with homework explanation and answering the question that the student has according to the exercise or the explanation of the topic.

CONCLUSIONS

There are certain things that teacher must consider when they are in a class, one of them could be the practice from the student, to teach a new topic could be complicated, but using the correct strategies or methods teacher can catch the student's attention and they can perform the activities, in this way students would get a good grade.

Nowadays, knowing how to use the current technology will be the best ally in the daily teaching of the students, because the learners and teacher can implement in their way to learn the different topics.

Another important factor is to know the students, why? Each student is a totally different world, and in one class the use of several strategies, methods, and resources can achieve quality and successful learning for each student and improve as teachers.

First and Second conditional are situations that perhaps happen, why? At least second conditional are unrealistic situations, many time people can imagine, and there are certain things that they would like to change or do it. On the other hand, first conditional there are a possible situation. This type of sentence are results of actions that people do it in their life, there are a real situation. This topic was appropriate to students with B1 English level, in this case the students have B2 or C1 English level, for this reason the topic was appropriate. However, the appropriate age could be since 13th or 14th years old, because they are at high school, and they can differentiate different topics.

BIOGRAPHY

Artz , L. (n.d.). *First and second conditional - youtube*. Retrieved April 22, 2022, from <https://www.youtube.com/watch?v=c02AEyUEBvA>

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ANNEXES

Figures 1: warm up

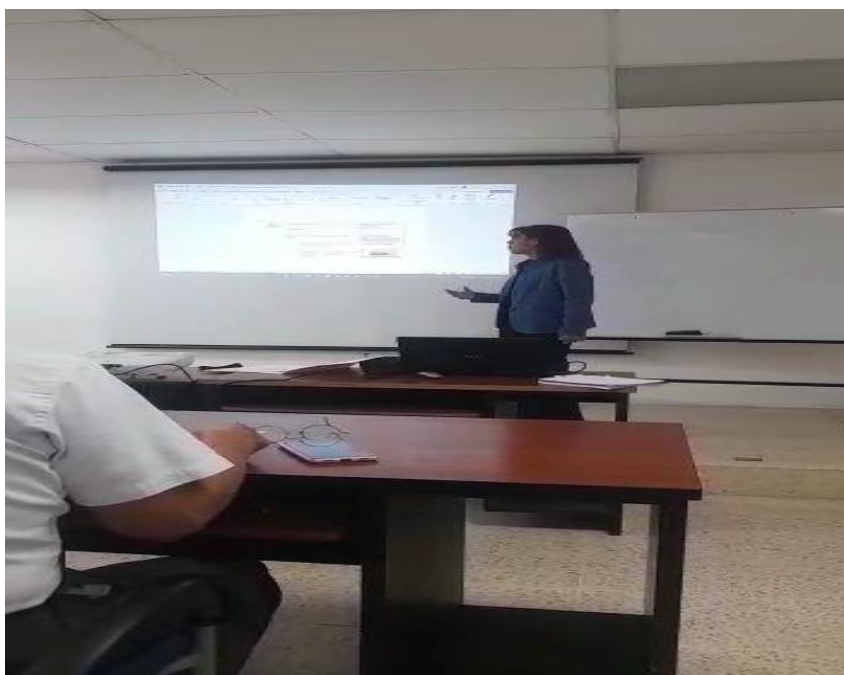
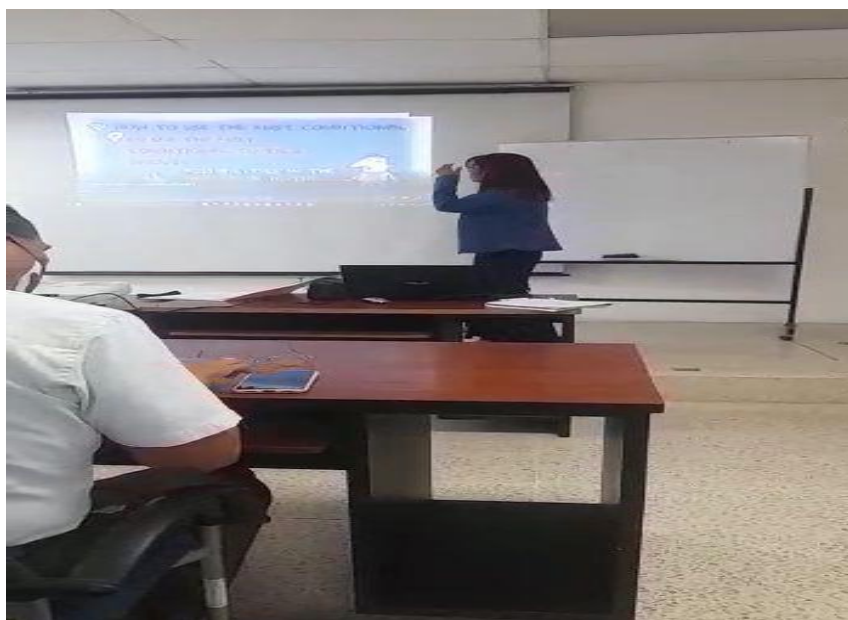


Figure 2: classroom management



Attachments:

Attachment 1: lesson plan



LESSON PLAN

Student's name: Grace Lisette Tigrero De La Cruz	Date: Wednesday 20 th . April 2022	Level: intermediate advance.
Venue: Universidad Estatal Península de Santa Elena	Lesson:	Lesson length: 30 m

1. Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson? (If I don't study, you'll fail.)

First and second conditional.

LEARNING OUTCOMES:

Circle A or B and the language System/Skill - My lesson's **main aim** is:

- A) Language (L): e.g. **grammar**, **functions**, vocabulary.
 B) Skills: (S): e.g. Reading, Listening, **Speaking**, **Writing**

My lesson's **secondary aim** is:

- a) The main aims are speaking and writing, I choose these aims because I use task based learned, and communicative language teaching method and I can interact with my students.
 b) In this case I choose **grammar** and **functions** because I am going to explain what **is the correct use** of first and second conditional in this lesson.

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim: To achieve the comprehension about the general topic and apply in their practice.
 By the end of the lesson, the students will be able to understand the appropriate use of first and second conditional.
 Sub-aims: by the end of the lesson students will be able to identify these conditional in any reading or listening.
 The students will be able to express the possibilities or the things that they want to do according to the conditionals that they want to use.
 Students will be capable to write different sentences using the grammar correctly.

Section 2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT**Recent work done:**

Prior this lesson students should learn about 0 conditional; they have been trained to acquire and improve their vocabulary and grammar.
 I chose a mixed course with 4 students 2 women and 2 men, and they are professors from "PINE". All of them have B2 or C1 level. This



Profile of the learners and a description of their age and level, their linguistic and affective needs:

course follows the regular timetable given at the beginning of the semester. They receive classes on Wednesday from 11:00 to 11:40, which means 40 minutes at day.

Students attend regularly to virtual class; they are excellent in the four skills. There is no problem with any activity.

RATIONALE.

How the needs of the learners relate to the main aim, stage objectives, activities and materials in this lesson.

I choose to work with different resources such as, videos, worksheets, and a lesson at the end of the class.

First, I introduce the topic with a video about grammar explanation. Next, I will explain more about the topic with power point presentation.

Next, I will ask some examples about first and second conditional.

Then, they must complete a worksheet with several sentences

Finally, they must do an evaluation.

Section 3: Personal Aims, Problems and Solutions

PERSONAL OBJECTIVES *(limit this to two or three points that you want to focus on in this lesson)*

TIP: look at your **Summary of Feedback Form** from your previous TPs and focus on what the tutor advised you to improve.

<p><u>Objectives:</u> To explain appropriately each topic and catch the attention from each student.</p> <p>To achieve the learning required through activities based on the topic.</p>	<p><u>Strategies:</u> To prepare a good material and manage the time correctly.</p> <p>To take a lesson at the end of this class.</p>
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ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks)
– you should **write at least 3 problems & solutions, but feel free to write more!**

<p>Problem 1: Students are late.</p> <p>Solution 1: I will try to explain the topic as quickly as possible in this way they can do the activities that I will give them.</p>
--

Problem 2: Lack of students' attention during the class.

Solution 2: Identify why the students does not pay attention, then I will assign some homework to him or her.

Problem 3: Interruption of the class due to any external activity or event.

Solution 3: To leave other activities according to the topic taught.

Section 4:

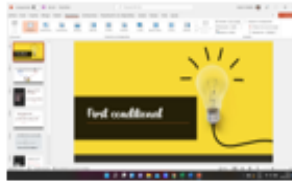
Resources and Materials

Write title, author, year, publisher and page number here and on all your copies/handouts THIS IS ALSO ASSESSED.

First and second conditional

<https://www.youtube.com/watch?v=c02AEyUEBvA>

<https://test-english.com/grammar-points/b1/first-and-second-conditionals/3/>

Time in Minutes	Description of Activity	Resources Needed and Other Notes
3	Greetings	
3	Introduce the topic with a video about the topic.	Video explanation https://www.youtube.com/watch?v=c02AEyUEBvA
15	<ul style="list-style-type: none"> Grammar explanation about first and second conditional. Participation in class, they must tell me one sentence according to the explanation 	Grammar Explanation 

	<ul style="list-style-type: none"> Worksheets (it will help to emphasize what they learned) 	<p>Worksheet</p> <p>Name _____ Course _____</p> <p>First conditional</p> <ol style="list-style-type: none"> If a car _____ (crash) behind the car, it _____ (crash). If the bottle _____ (shake) her over there, it _____ (bring) her back. You _____ (crash) a ball if a car _____ (crash) these days. If you _____ (open) an umbrella today, it _____ (bring) her back. Something had _____ (happen) to you if you _____ (crash) under the ladder. If you _____ (take) the last piece of bread on the plate, you _____ (be) unhappy. If you _____ (have) an idea now, you _____ (have) an argument with someone soon. <p>SECOND CONDITIONALS</p> <p>Put the verb into the correct second conditional form.</p> <ol style="list-style-type: none"> If I _____ (HAVE) a bigger house I've _____ (MOVE) to it. If I _____ (HAVE) more money, I _____ (BUY) a car. If I _____ (BE) in London, I _____ (EAT) a fish. If you _____ (SEE) me, you _____ (CALL) me. If you _____ (SEE) me, you _____ (CALL) me. If you _____ (SEE) me, you _____ (CALL) me. If you _____ (SEE) me, you _____ (CALL) me. If you _____ (SEE) me, you _____ (CALL) me.
<p>7</p>	<p>Evaluation. Students must complete the evaluation about the topic taught.</p>	<p>https://test-english.com/grammar-points/b1/first-and-second-conditionals/3/</p>
<p>2</p>	<p>Homework explanation</p>	<p>Worksheet</p> <p>Name _____ Course _____</p> <p>Homework</p> <p>Choose the correct option.</p> <ol style="list-style-type: none"> If I had the CD you want, I'll send you a text message. a) I'll definitely find the book. b) I might find the book. If the tickets are too expensive, Sam won't buy them. a) Sam might buy the tickets. b) Sam will definitely buy the tickets. I'll not have the keys if the car is in the garage. a) Sam might come to the party. b) Sam's definitely coming to the party. John's parents will give him a car if he passes the exam. a) He might have a car. b) He'll definitely have a car. <p>Complete with the second conditional form.</p> <ol style="list-style-type: none"> If I _____ (HAVE) you five hundred dollars, what _____ (DO) you do? If she _____ (ASK) you to jump off a bridge, _____ (DO) you? If you _____ (HAVE) one word to describe Nick, how _____ (DO) you describe him? If _____ (BE) better if you _____ (NOT EAT) before going to _____ (GO) to the gym.

Attachment 2: Class activities



Name: _____

Course: _____

First conditional

1. If a cat _____ (wash) behind its ears, it _____ (rain).
2. If the bride _____ (make) her own dress, it _____ (bring) bad luck.
3. You _____ (catch) a cold if a cat _____ (sneeze) three times.
4. If you _____ (open) an umbrella indoors, it _____ (bring) bad luck.
5. Something bad _____ (happen) to you if you _____ (walk) under the ladder.
6. If you _____ (take) the last piece of bread on the plate, you _____ (be) unlucky.
7. If you _____ (have) an itchy nose, you _____ (have) an argument with someone soon.

SECOND CONDITIONALS

Put the verb into the correct second conditional form.

- 1 We _____ (MOVE) to a bigger house if we _____ (HAVE) more money.
- 2 If I _____ (BE) you, I _____ (LEAVE) London.
- 3 What _____ you _____ (DO) if you _____ (WIN) ten million euros in the lottery?
- 4 Mary _____ (BE) healthier if she _____ (NOT EAT) so much junk food.
- 5 I think Tom _____ (GET) bored if you _____ (SHOW) him all your photos.

Attachment 3: Evaluation



NAME : _____

COURSE : _____

Fill in the gaps with the verbs in brackets present/past or with *will/won't/would/wouldn't* to make first or second conditional sentences.

Terry: Hey, Ray. If you **1** _____ (have) time, can you go and pick up Bridget at the station? If she takes the 4 o'clock train, as she said, she **2** _____ (arrive) at 5.15.

Ray: I **3** _____ (pick) her up if I could, but I have a meeting at 4.30.

Terry: Can't you postpone it? You are the boss after all.

Ray: Yes, but I'm meeting some important clients, and it wouldn't look serious if a few hours before the meeting I **4** _____ (tell) them that I have to put it off. And the meeting is important. I'll make quite a lot of money if everything **5** _____ (go) well. Why don't you pick her up?

Terry: I would pick her up if my car **6** _____ (not be) at the garage. It's been there for days, and unless there's a miracle, they **7** _____ (not repair) it today.

Something is broken and they won't be able to fix it until they **8** _____ (find) the spare part they need.

Ray: That's unlucky. Well, do you think Bridget **9** _____ (get) angry if nobody goes to the station to pick her up?

Terry: Well, if it were me, I **10** _____ (not get) angry.

Attachment 4: Homework



Name : _____

Course : _____

Homework

Choose the correct option.

- If I find the CD you want, I'll send you a text message.
 - I'll definitely find the book
 - I might find the book
- If the tickets are too expensive, Sam won't buy them.
 - Sam might buy the tickets
 - Sam will definitely buy the tickets
- I'll tell Jane the news if she comes to the party.
 - Jane might come to the party
 - Jane's definitely coming to the party
- John's parents will give him a car if he passes the exam.
 - He might have a car
 - He'll definitely have a car

Complete with the second conditional form.

- If I _____ (GIVE) you three hundred dollars, what _____ you _____ (SPEND) it on?
- If she _____ (ASK) you to jump off a bridge, _____ you _____ (DO) it?
- If you _____ (HAVE) one word to describe Nick, how _____ you _____ (DESCRIBE) him?
- It _____ (BE) better if you _____ (NOT EAT) before going to _____

Attachment 5: Power point presentation

1 *  **First conditional**

2 * First Conditional sentences express a **possible condition** and the **probable result** in the **present or future**.

CONDITION **RESULT**

If you don't study, you'll fail.

3 * First Conditional sentences are formed as follows:

If + present simple | Will + verb base form

If I have any more, I'll email you.

4 * **Condition word - will - subject - verb - if - subject - verb**

What will you do if you get divorced?
I will probably go out more often.

5 * **Be careful!** you touch that you'll get burnt.
A warning

If you do that again, I'll kill you.
A threat

6 * I'll post the letter if you like.
A promise



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We can use the First Conditional to express different functions:

Careful!, If you touch that you'll get burnt.
A warning

If you do that again, I'll kill you.
A threat

8
★

Second conditional
Unreal, hypothetical or imagined situations

9
★

If I took a book to a desert island,
I would take the Holy Bible.
Describe the situation.

If I took a book to a desert island,
I would read it.
Describe the situation.

If I took a book to a desert island,
I would take the Holy Bible.
Describe the situation.

10

Condition word: would - subject: verb: q - subject: verb

What would you do if you won a million dollars?
if you could change your past, what would you change?

11
★


If I were the lottery, I would travel around the world.

12
★

If I were you, I would take an early flight.

13
★

Thank you.



Second conditional

Unreal, hypothetical or imagined situations

10

Condition word: would - subject: verb: q - subject: verb

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if you could change your past, what would you change?

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Thank you.

14



If I were you, I would take an early flight.