



# INSTITUTO UNIVERSITARIO DE CALDAS

"Dignificando la escuela transformamos el mundo"

## GUÍA DE TRABAJO VIRTUAL 2 III PERIODO

SUBJECT: PRODUCTION 10-2

SEMANAS DE TRABAJO: AGOSTO 9 - 20

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### METAS DE APRENDIZAJE / COMPETENCIAS A DESARROLLAR

- To strengthen the reading and listening skills and acquire new vocabulary from context.
- To develop students' reading comprehension and creative thinking skills by expressing opinions about a book.
- To talk about possibilities and conditions.

### INTRODUCTION

Dear students,

In this worksheet, you will find a short explanation about the SECOND CONDITIONAL. Read it carefully to better understand the topic. Then, you will find some worksheets created in the platform "Liveworksheets" in order to do the written practice. This week, we won't have our weekly oral practice, since the idea is to clearly understand the conditional tenses, so that, I will be ready to answer your questions during time class and I will give you activities during time classes. Finally, the idea is to give you the opportunity to study and practice in order to plan our grammar test for the coming class week (in 2 weeks). Remember to keep on reading our book, which will help you to strengthen your reading and listening skills. Do not hesitate to contact your teacher if you have any question, after carefully reading instructions.

### TOPIC EXPLANATION

#### CHECKING SECOND CONDITIONAL

#### THE SECOND CONDITIONAL

The second conditional uses the past simple after if, then 'would' and the infinitive verb:

- if + past simple, ...would + infinitive

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

It has two uses.

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.

- If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)
- If I **met** the Queen of England, I **would say** hello.
- She **would travel** all over the world if she **were** rich.

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- She **would pass** the exam if she ever **studied**. (She never studies, so this won't happen)

Second, we can use it to talk about something in the present which is impossible, because it's not true. Is that clear? Have a look at the examples:

- If I **had** his number, I **would call** him. (I don't have his number now, so it's impossible for me to call him).
- If I **were** you, I **wouldn't go** out with that man.

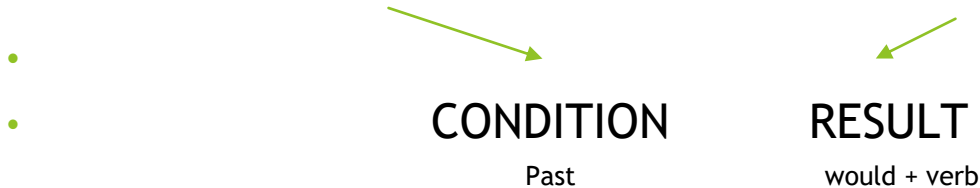
### How is this different from the first conditional?

This kind of conditional sentence is different from the first conditional because this is a lot more unlikely.

For example (second conditional): If I had enough money I would buy a house with twenty bedrooms and a swimming pool (I'm probably not going to have this much money, it's just a dream, not very real)

But (first conditional): If I have enough money, I'll buy some new shoes (It's much more likely that I'll have enough money to buy some shoes)

If + simple past, .... would + verb.



This conditional is used for unreal



**USAMOS ESTE CONDICIONAL PARA**

**PARA HECHOS QUE NO SON REALES**

EXAMPLE:

**IF I WERE** a monster,

I would eat human beings

**CONDITION**

**RESULT**



## SECOND CONDITIONAL

Formation:

If + past simple, + would + base form

For Example: If I were you, I'd tell her.

IF	CONDITION	RESULT	SITUATION
	Past simple	Would + base form	
If	I <b>had</b> the time,	I <b>would learn</b> Italian.	<b>Impossible</b> I don't have the time, so I'm not going to learn Italian.
If	I <b>won</b> the lottery	I <b>would travel</b> around the world.	<b>Unlikely</b> There's a very small chance of winning the lottery, so the trip is unlikely

### ACTIVITIES

#### ACTIVITY 1

#### NOW LET'S PRACTICE!

After the explanation given above referring the second conditional, please order &/or complete the sentences to form second conditionals. Then, write them on your notebook.

**(Please, do not send photos or screenshots to your teacher, it is just for you to practice and ask to your teacher any question if necessary).**

1. SHE/ DANCE/CHAMPIONSHIP/ PERFECTLY
2. LEAVE/ SUGAR AROUND/ IF / YOU/ YOU / LOTS OF ANTS/ GET
3. BE / YOU / ANIMAL / EAGLE / / IF



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4. AND / YOU / FAT / IF / EXERCISE / EAT / DON'T / YOU / HEALTHILY / GET
5. SOMEBODY/ME/HIT/ THE POLICE/ CALL

### ACTIVITY 2: WRITING PRACTICE

1. Go to the following website:

<https://www.liveworksheets.com/>

2. Look for the icon "Students access" which you can find on the upper left of your screen.
3. Click in the icon "Students access" and enter your username and password. (same worked before)
4. Complete the "conditionals" practice.

### ACTIVITY 2

#### LISTENING AND READING: BOOK: "TALES OF TERROR AND MYSTERY"

Dear students! We will continue developing our reading and listening skills in this blended learning, we will keep on reading the audio - book: "Tales of terror and mystery" the idea is to read until **page 18** this week. Please start a judicious reading work.

LISTENING SOURCE : <http://www.loyalbooks.com/book/tales-of-terror-and-mystery-by-sir-arthur-conan-doyle>

READING SOURCE: <file:///C:/Users/Mary/Downloads/tales-of-terror-and-mystery-by-arthur-conan-doyle.pdf>

### EVALUATION CRITERIA AND DEADLINE

- WRITTEN PRACTICE: LiveWorksheet (Individual grade).  
THE TEACHER WILL TELL YOU DURING TIME CLASS

**NOTE: IF YOU ARE JUST IN VIRTUAL CLASSES, YOU SHOULD CONTACT YOUR TEACHER**

#### RESOURCES

- RESOURCE 1
- Liveworksheets.com
- RESOURCE 2
- FUN LESSONS - wordpress.com
- RESOURCE 4
- www.loyalbooks.com



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- RESOURCE 5
- Filedownloads.com

### CONTACT INFORMATION

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**NOTE:** Please use your PRODUCTION notebook to write all the websites and passwords worked so far. We will be working on liworksheets, flipgrid, write and improve at any time.