

# Review of Conditionals (teacher's notes)

## 1. Lead-in (Activity 1) 5 mins

**Aims:** to engage students in the context of the lesson and introduce the target language.

**Procedure:** Draw SS' attention to the pictures and ask them to discuss in pairs what dreams and regrets they have. They can use target language at the stage and make similar sentences to the ones in activity 1. Conduct a content feedback.

## 2. Grammar meaning and form (Activity 2) 8 mins

**Aims:** to clarify the meaning and form of the target language.

**Procedure:** Ask SS to work in pairs. They analyze the sentences in activity 1 and complete the gaps. You could elicit the answers and put them on the board in a form of a table.

Key:

1. Which of these situations refer:

a) to the past 3

b) to the present / future 1,2

c) one part refers to the present and another one to the past? 4

2. Which situation is:

a) real 2

b) unreal 1,3,4?

3. Which situation expresses person's regrets? 3

What Conditional types are the sentences in Activity 1?

1- Type 2, 2- Type 1, 3- Type 3, 4 -Mixed type (2 and 3)

Type	If- clause	Main clause
Type 1	If + Present <u>Simple</u> ____, Present <u>Continuous</u> ____, Present <u>Perfect</u> ____, Present <u>Perfect Continuous</u> _____.	will / must / can / should + <u>bare infinitive</u> _____
Type 2	If + Past <u>Simple</u> ____ or Past <u>Continuous</u> _____	would / could / might + <u>bare infinitive</u> _____
Type 3	If + Past <u>Perfect</u> ____ or Past <u>Perfect Continuous</u> _____.	would / could / might + <u>have</u> ____+ <u>bare infinitive</u> _____
Mixed type	a) (present) If+ Past Simple or Past <u>Continuous</u> ____  b) (past) If+ Past Perfect or Past <u>Perfect Continuous</u> _____	(past) would + have + bare infinitive  (present) would / could/ might + <u>bare infinitive</u> _____

### 3. Unscramble the sentences (Activity 3) 10 mins

**Aims:** to practice accurate use of the target language.

**Procedure:** Ask SS to put the words in the correct order to make conditional sentences.

Then they should define the type. After that let them work in pairs and invent 4 mini-situations.

If you don't have enough time, let them choose 1 sentence and write 1 mini-situation.

Monitor their work and ask to read out the most original situations.

**Key:**

1. Lily wouldn't caught a cold if she had have taken her umbrella.

2. My friend would have a higher salary if she got the job

3. If my neighbour had had children, she wouldn't be alone now.

4. If the manager had been more responsible, he wouldn't have made such a mistake

### 4. My plans, dreams and regrets. (Activity 4) 6 mins

**Aims:** to practice accurate use of the target language in a more personalized way.

**Procedure:** Ask SS to make 2 sentences for each category. Monitor them closely.

Let them speak in pairs and compare their sentences. If you have more time, ask them

to change partners and tell each other more information about their previous partners.

### 5. Chain sentences (Activity 4) 8 mins

**Aims:** to practice accurate use of the target language in an engaging way.

**Procedure:** Ask SS if they have seen a TV show "The Good doctor".

Additional questions: Is it important to know how to give the first aid? What life-and-death

situations can happen at the airport? Set the task and play the video. Give SS time to

work in pairs and create some chain-sentences. If it's difficult, they can make 5 sentences

about what they have seen using the target language (Conditional 3).

### 6. Famous quotes. (Activity 5) 10 mins

**Aims:** to practice speaking for fluency.

**Procedure:** Ask SS to work in mini-groups and discuss the phrases. They need to

provide their own personal examples to support the statements. Monitor their discussion

and help with necessary vocabulary.

### 7. Sum up. 3 mins

Praise SS for good work and give a delayed error correction feedback. The homework is to

imagine that they are much older people (60-70) and write about their dreams and regrets

using the target vocabulary.