

Third conditional lesson plan

Procedure

1. Tell the students about why you decided to become a teacher, and about another possibility you had at that time.

For example:

'I decided to become an English teacher when I was 25, because I wanted to be able to travel around the world and work at the same time. If I hadn't become an English teacher, I would have moved to London.'

2. Tell the students that this was a third conditional sentence and ask them how it is formed by putting prompts on the board:

If / I / not / become / teacher / move / London

After they have given you some ideas, write the full sentence:

If I had not become a teacher, I would have moved to London.

Elicit the form:

If + had + past participle + , would + have + past participle

3. Ask the students some concept questions to check understanding:

- A. Did I become a teacher? (Yes)
- B. Did I move to London? (No)
- C. Is this situation real or are we imagining? (Imagining)
- D. Are we talking about the past, present or future? (The past)

4. For the next stage you need to cut up the sentences on worksheet 1. Put the words of each of the sentences into their own envelope and write the number of the sentence on the envelope. If you have a class of 12, you'll need 2 sets of sentences to keep the activity flowing.

Divide the students into pairs and give each pair a cut up sentence (worksheet 1) which they must re-organise into a third conditional sentence.

When they think the sentence is correct, they should call you over to check it. If it is not correct, they must continue trying. If it is correct, ask them to write it down in their notebooks, along with the number of the sentence. After that, give them the next sentence to re-organise. The sentences can be given to the students in any order.

The activity can be set up as a race: write the names of each pair on the board and every time they complete a sentence, you can write the sentence number on the board next to their names. The aim is to complete all 5 sentences first, and so the board will allow students to keep track of how many the other pairs have completed.

5. When all the pairs have finished re-organising the sentences, you can do some feedback and write them up on the board.

1. If I had moved to London, I would have got an office job.
2. If I had got an office job, I would have become really bored.
3. If I become bored, I wouldn't have been very happy.
4. If I hadn't been very happy, I would have moved to Australia.
5. If I had moved to Australia, I would have become a surfing instructor.

(If you have access to an overhead projector, these sentences could be copied onto a transparency (worksheet 5) and displayed on the projector.)

Ask the students concept questions (like in stage 3) about each sentence, to check comprehension.

6. On the board, write four beginnings of 3rd conditional sentences and ask students in pairs to discuss how they would finish the sentences.

1. If I hadn't come here today, I would have...
2. If I'd found £100 before school today, I would have...
3. If I'd won the lottery recently, I would have...
4. If I'd met an alien this morning, I would have...

Elicit endings from various students and write the best one for each sentence up on the board. Read out the sentences and ask students to repeat. Point out the weak forms of 'had' and 'would have' in the pronunciation. Ask students to read the sentences again and to try to remember them.

Wipe off the beginnings, leaving only the endings visible on the board, and ask the students to tell their partner what the beginning of each sentence was. Monitor their pronunciation.

Ask the students what the beginnings were and then write them up again on the board.

Next wipe the endings off the board and ask students to tell each other what the endings were. Elicit the answers from various students.

(Again, if you have access to an overhead projector, instead of writing the beginnings of the sentences on the board, you could copy them onto a transparency (worksheet 6). You can still write the endings on the board, but instead of wiping the beginnings off, you can just switch off the projector so that the students can't see them. You can then switch it on again, to show them the beginnings, and then wipe the endings off the board.)

7. Give students a copy of the chart (worksheet 2).

Either read out the tapescript (worksheet 3) or use your own recording of interviews of your colleagues, using the questions in the chart, and ask the students to fill in the chart with the information they hear. Read the tapescript/play the interviews twice.

Ask students to compare their answers in pairs and then check them as a class.

8. Write on the board:

Have you ever had to make a really big decision?

Can you imagine what would have happened if you hadn't made that decision?

Ask students to discuss the questions in pairs and monitor carefully to see if they are using the correct forms.