

Use the sentence starters below to have short conversations with your partner.

If I lived in the countryside, ...

If I had completed a degree, ...

If I didn't live in the countryside, ...

If I hadn't completed a degree, ...

If I had owned up to losing my keys, ...

If I had a dog, ...

If I hadn't owned up to losing the car keys, ...

If I didn't have a dog, ...

If I had to go on a business trip, ...

If I had more money, ...

If I didn't have to go on a business trip, ...

If I didn't have much money, ...

If I had listened to the teacher's advice, ...

If I had forgotten my smartphone, ...

If I hadn't listened to the teacher's advice, ...

If I hadn't forgotten my smartphone, ...

If I got on well with my mother-in-law, ...

If I had grown up in Germany, ...

If I didn't get on well with my mother-in-law, ...

If I hadn't grown up in Germany, ...

Activity

Pair work: speaking

Aim

To complete the conditional sentences and have short conversations

Grammar

Second, third and mixed conditionals

Preparation

Make one copy of the worksheet for each pair of students.

Time

15–20 minutes

Lesson link

Unit 11, page 165

Teaching notes

Procedure

- › Organise students into pairs. Write the following on the board:
If I lived near the sea, ...
If I didn't live near the sea, ...
- › Explain that students are going to use conditional sentence starters to have a short conversation about different topics. Student A begins a conversation with one prompt in a pair. Student B then begins the next conversation with the other prompt.
- › Elicit possible dialogues for the sentence starters on the board. For example,

Conversation 1

A: *If I lived near the sea, I would go swimming every day.*

B: *Would you? Even in winter?*

A: *Well maybe not if it was really cold, but I'd go as much as possible. I love swimming.*

Conversation 2

B: *If I didn't live near the sea, I would get really depressed.*

A: *Why?*

B: *Well, I've always lived near the sea and I love the sound of the waves and the smell of salt water.*

A: *Oh, I see. I don't feel like that, because I've always lived in the mountains.*

- › Remind students to look at the sentence starters carefully as they will have to use the second or third conditional depending on the structure. Point out that it may also be possible to use mixed conditionals in some cases.
- › Give each pair a copy of the worksheet. Allow them some time to look through the sentence starters before asking them to begin.
- › While students are having their conversations, circulate and focus on how students are producing the conditional sentences. Make a note of common errors that you hear, and only intervene if you feel it is necessary.
- › After about ten minutes have passed, stop the students and get some feedback from the class. Ask different pairs of students to give some brief feedback on a few of their conversations.
- › Finish the activity by doing some error correction with the class.