

Part Two – Third Conditional

- Presentation: The teacher could bring in a lottery ticket and ask students to imagine what they would do if this was the winning ticket. The teacher should then bring the “future aspect” into the class and ask the students do they buy lottery tickets. Once it is clear someone will buy a ticket the teacher can then introduce the sentence “If he won the lottery ticket then he would buy a new car”. It would be nice if the teacher could use something s/he knows the student would buy, hence the warm-up at the start. Some sentences could then be drilled.
- Practice: Students could be given some gap-fill exercises. Something like “If I _____ then I would _____”. The students can do this in pairs. This could be tied into a reading where the students would answer questions like “If he won the lottery then he would _____”. The teacher could even use some pop music with follow-up questions, take for example Beyoncé “If I were a boy”.
- Production: The lesson should finish with some production then freer production. Students could talk about what would they do if they won the lottery. Later, students could play a game in pairs. Student A writes down 3 examples of the third conditional for them. However, only two are true and one is false. Their partner, student B, is to guess which one the student does not hold true. For example student A might say something like “If I won the lottery I would buy a new car”, “If I travel into the future I would drive a flying car” and “If I became president I would outlaw petrol cars”.