

If I do.../If I did...

Objective: By the end of this lesson, students will be able to understand, talk about, and write about possible and impossible imagined scenarios as well as the potential follow-up actions in the present time using “If I do... I will...” and “If I did... I would.”	
Class Description: 15 students aged 13-17 in middle/high school learning ESL after class	Class Level: Lower intermediate
Time Frame: 60 minutes <ul style="list-style-type: none"> ● 10 min presentation ● 15 min written exercises ● 15 min oral activity ● 20 min free communicative activity 	Materials/Aids: Powerpoint/Google Slides, projector board, worksheets (written exercise and Click Clack Toe), popsicle sticks, tokens or bingo daubers (pick one)

Assumed Knowledge

- Students (Ss) have already learned the zero conditional (e.g. When I see my friend I will hug her.)
- Ss understand that the subjunctive mood is not real, though they may not be able to label it by its proper name.
 - They know words related to certainty, like “sure,” “maybe,” “might,” “could,” and “probably.”
- Ss have a strong understanding of simple present, simple past, and simple future tenses.
 - Ss can figure out that the sentences they are learning are in present time because they are in the subjunctive mood.
- Ss are familiar with conjugating affirmation or negation (e.g. will → won’t).
- Ss understand how to make questions from sentences (e.g. I will go to the store tomorrow → Will you go to the store tomorrow?).
- Ss know basic phrasal verbs such as “hand in,” “go over,” etc.
- Ss have learned the comparative (-er, more than, -er than, less than, etc).

Follow-up

This lesson is best followed-up by one with “If I were” (and “If I was”) as they are a particular use case of the present TGS.

Anticipated Problems

- Loyalty cards and lottery scratch tickets may be cultural barriers.
 - Solution: Change hook to be about weather, or take the time to explain these, maybe with realia.
- Students may not know what the bare infinitive is.
 - Solution: When it comes up, ask Ss to raise their hand if they know what a bare infinitive is. Gauge the room. Ask students who raise their hand what they think, and correct if needed. If no students raise their hand, give a brief explanation and an example with a simple verb like “to go.”
- For the second drill, the teacher may forget which pictures are meant to be in the present or past tense.
 - Solution: The squares in the top right corner are in order from top to bottom. Green is present tense and orange is past tense.
- Although it is at the end of the presentation section, students may have trouble with making conditionals into questions because it wasn't the focus of the drills.
 - Solution: There are two questions in the written exercise that involve the conditionals in sentence form. When peer grading, use this as an opportunity to concept check.
 - If you have a shy class, consider having them close their eyes and raise their hand if they had trouble. They are less likely to feel like their peers are judging them this way and be more willing to admit not understanding.
 - Make sure this is clarified before the free communicative activity!!
- The oral activity/grammar game might be difficult for students who have trouble thinking on the spot, which may be discouraging.
 - Solution: Use the second drill's slide on the board for students to peek at and reference for verb ideas. It is also good to have that on the board with the model rules so students don't feel as on-the-spot.

PRESENTATION

Warm-up



T: What is this?

Ss: A "Scratch and Win"!

T: What do you get if you find five "WIN"s?

Ss: \$50,000

T: What can you buy with \$50,000?

Ss: [popcorn style answers] A car! New computer! Jewellery!

T: All great ideas! Today we are talking about things we do in situations we imagine.

Create Context/Hook Story 1



T: Who is this?

Ss: This is Berna (Bear).

T: Berna is walking home after school. [play grumbling sound] What's that sound?

Ss: We don't know.

T: It's her tummy grumbling! Why do you think it's grumbling?

Ss: She is hungry.

T: She is hungry!



T: What does Berna see?

Ss: A convenience store.

T: Berna sees the store and remembers she has a loyalty card.



T: How many stamps does Berna need to get a free sandwich?

Ss: Ten.

T: Does Berna have enough stamps?

Ss: Yes.

T: Can Berna get a sandwich from the store?

Ss: Yes.

T: Do you think she will?

Ss: Yes.

Create Need for TGS 1

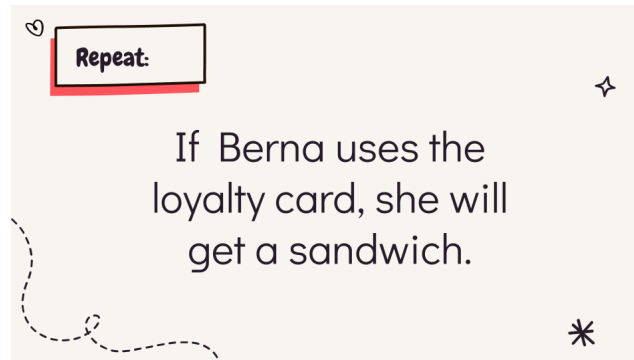


T: Berna thinks about buying a sandwich. Berna knows she can use the loyalty card. How can we say both in one sentence?

Ss: We don't know.

Give TGS in model sentences 1

T: We say: "If Berna uses the loyalty card, she will get a sandwich." Repeat it.



Ss: If Berna uses the loyalty card, she will get a sandwich.

T: Great job!

Asking CCQs

T: Is Berna using the loyalty card or thinking about using it?

Ss: Thinking about using it.

T: Will she get the sandwich? Yes, no, probably yes, or probably no?

Ss: We don't know.

T: Did she get the sandwich?

Ss: No. (or We don't know.)

Create Context/Hook Story 2

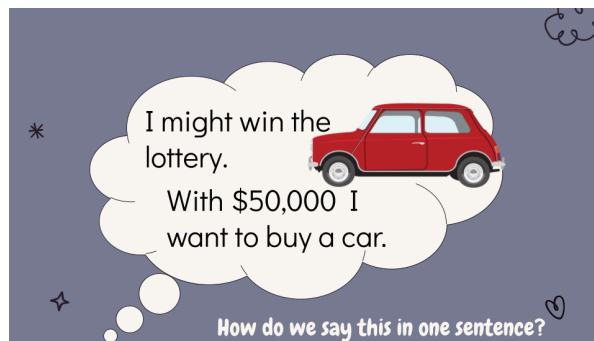
T: When Berna is at the cash register, she sees one of these. What is this again?



Ss: A "scratch and win" lottery ticket.

Create Need for TGS 2

T: When Berna sees the scratch lottery ticket, she thinks about what she can buy. What is she thinking about?



Ss: She is thinking about winning the lottery./ She is thinking about buying a car.

T: How can we say both in one sentence?

Ss: Maybe... If she wins the lottery she will buy a car?

Give TGS in model sentences 2

T: Close! We say: "If Berna won the lottery, she would buy a car." Repeat it.

Ss: If Berna won the lottery, she would buy a car.

Asking CCQs

T: Did Berna win the lottery?

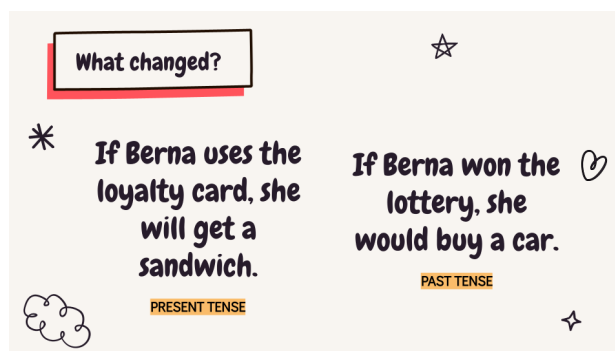
Ss: No.

T: Does Berna want a car?

Ss: Yes.

T: Will she win the lottery? Probably yes, probably no, or we don't know?

Ss: Probably no. (or We don't know.)



T: These two sentences were very similar. What changed?

Ss: The verb tense changes. (or We don't know.)

T: The verb tense changes. The first one is in...

Ss: Present tense.

T: The second one is in...

Ss: Past tense.

T: Right!

What is more likely?

*
A. Using the loyalty card
or
B. Winning the lottery.

Scratch & Win!

5-52 Sandwiches
1 2 3 4 5
6 7 8 9 10
Buy 10, get the next one free!

T: Which is more likely: A or B?

Ss: A is more likely.

T: A is more likely. We use the past tense with “if” to show we don’t think something is likely.

Asking CCQs

T: Do we think Berna will win the lottery?

Ss: No.

T: Right, so because we don’t think so, we say “If Berna won the lottery.”

T: Do we think Berna will use the loyalty card?

Ss: Yes.

T: Are we sure Berna will use the loyalty card?

Ss: No.

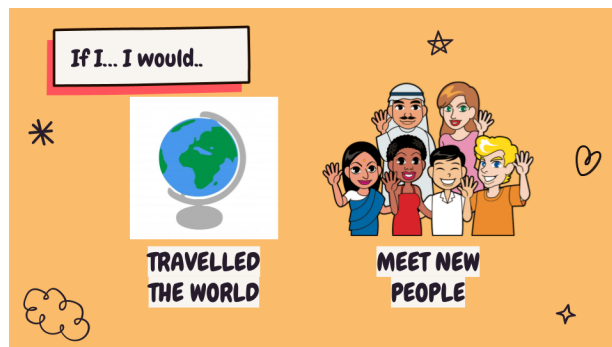
T: Because Berna is hungry and has the card with her, it is possible she will get a sandwich, but we are not sure. For this, we use “If Berna uses the loyalty card...”

Drill 1: What is she thinking?

Tell me what Berna is thinking.

*
SITUATION ACTION

T: Berna is thinking of a situation and an action. Use the sentences we learned today to tell me what Berna is thinking.



T: [Student A], can you tell me what Berna is thinking? [Use a pointer to give hints about where to look if student A is lost.]

SA: If I... travelled the world... I would... meet new people.

T: Now everyone repeat: If I travelled the world I would meet new people.

Ss: If I travelled the world I would meet new people.

T: Now, everyone try these ones together. [Proceed with the slides. Correct and have students repeat the correction if needed.]

Ss: If I go to the spa I will feel relaxed.

T: My appointment was cancelled. If I went...

Ss: If I went to the spa I would feel relaxed.

[Change slide.]

Ss: If I sniffed the pepper I would sneeze.

[Change slide.]

Ss: If I sleep more I will feel more energized.

T: The cars outside my window are too loud and I can't sleep. If I slept...

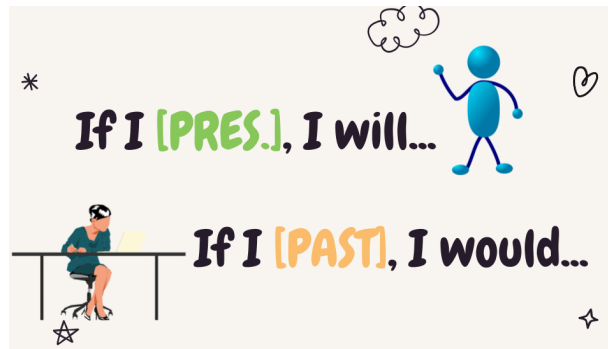
Ss: If I slept more I would feel more energized.

[Change slide.]

Ss: If I see milk at the store I will buy it.

T: Great job everyone!

Drill 2: Will or Would?



T: Let's move on. I'm going to read out the first half of some sentences. I want you to tell me if I should say "will" or "would." Let's do an example for everyone.

[Student B]; "If I study more I..."

SB: Will.

T: Great! Just to get your bodies moving, when you think it is "will," I want you to stand up. If it is "would," sit down. I'll leave this slide up to remind you. [Student A] when do you stand up?

Note: If you have students with mobility issues, change standing to raising arms high like they are making a "W" with their bodies.

SA: When we say "will."

T: [Student B], when do you sit down?

SB: When we say "would."

T: Excellent. Let's get started. "If I keep walking, I..."

Ss: Will. [Ss stand.]

T: "If he knew sign language, he..."

Ss: Would. [Ss sit.]

T: "If she studies more, she..."

Ss: Will. [Ss stand.]

T: "If they lift weights daily, they..."

Ss: Will. [Ss stay standing.]

T: "If I ran a marathon, I..."

Ss: Would. [Ss sit.]

T: "If he practiced more, he..."

Ss: Would. [Ss stay seated.]

T: "If she finds them, she..."

Ss: Will. [Ss stand.]

T: "If we went yesterday, we..."

Ss: Would. [Ss sit.]

T: "If I eat more, I..."

Ss: Will. [Ss stand.]

T: Alright you can all sit down.

Ss: [Ss sit.]

Providing Rule in Written Form

Conditionals	
Possible but not sure	IF [PRESENT SIMPLE], [FUTURE SIMPLE]. If I go [present simple] to the spa, I will feel relaxed [future simple].
Imagined	IF [PAST SIMPLE], WOULD [BARE INFINITIVE]. If I went [past simple] to the spa, I would feel relaxed [bare infinitive].
Make them questions!	WILL [FUTURE SIMPLE] IF [PAST SIMPLE]? Will I feel relaxed [future simple] if I go [present simple] to the spa? WOULD [BARE INFINITIVE] IF [PAST SIMPLE]? Would I feel relaxed [bare infinitive] if I went to the spa?

T: Now we've had plenty of practice with these new sentences. For situations that are possible but we aren't sure about, we use "If [present simple], [future simple]."

T: [Student A], can you read the example sentence? Ignore the bracketed parts.

SA: If I go to the spa, I will feel relaxed.

T: Great. For imagined situations, we use "If past simple, would bare infinitive."

T: [Student B], can you read the next sentence for an imagined situation?

SB: If I went to the spa I would feel relaxed.

T: Thank you. [Student B], is this "will" or "would"? "If I could fly, I..."

SB: Would.

T: We can ask [Student B] to say what they would do. To make these sentences into questions, we switch the clauses. So, "If I go to the spa, I will feel relaxed" becomes.. [Student A], can you read this question for us?

SA: Will I feel relaxed if I go to the spa?

T: And Student B, can you read the question for when going to the spa is imagined?

SB: Would I feel relaxed if I went to the spa?

T: Great. Let's move on to the Written Exercises...

WRITTEN EXERCISE

The written exercise is in two parts: a receptive activity and a productive activity. Part A (the receptive activity) is a matching activity. Model the first sentence together as a class before having quiet time for students to work amongst themselves. Part B (the productive activity) is a cloze-like activity. Below is the answer key; the worksheet is at the bottom of the document.

To go over the exercises with the students, have them swap with a partner and check answers based on an answer key on the board.

Part A: Match the "If" clause on the left with the "will" or "would" clause on the right.

A. If I hand in my homework on Friday... 6	1. I would be very tired.
B. If I ran a marathon... 1	2. I will have my hands free to carry something else.
C. If I trip... 4	3. I would be so embarrassed!
D. If I licked that cold pole... 5	4. I will land on my face.
E. If I bring a backpack... 2	5. I would be stuck to it by my tongue!
F. If I went to school in my underwear... 3	6. I will rest easier this weekend.

Part B: Complete the following sentences with the verb provided. The first two are done as an example for you.

1. If I eat the right amount I won't get sick. (not/get sick)
2. If he ate too little he would be hungry. (be hungry)
3. If she went to the party she **would meet new people**. (meet new people)
4. If you stir too much you **will ruin the cake**. (ruin the cake)
5. If I sit on my feet they **will go numb**. (go numb)
6. Would it be less stuffy in here if I **opened** the window? (open)
7. If I didn't have dinner ready my mom **wouldn't be happy**. (not/be happy)
8. If they run to the bus stop they **won't be late**. (not/be late)
9. What would you do if he **stole** your things? (steal)
10. Don't pack your bag if you **won't go** on the trip. (not go)
11. If he placed second in the race he **would move on** to the championship.
(move on)
12. If she types fast she **will get** the job. (get)

13. If we watered the plants more regularly they **would be alive**. (be alive)

14. If you talk too loud the baby **will wake up**. (wake up)

ORAL EXERCISE

If Chain

This grammar game is a variation of the "Make a Sentence" game, but instead of being given cards with verbs, students must make sentences based on the second clause of the student who went before them. The teacher will dictate the first half of the clause to the student who takes over in the next round. Penalty points will be tracked with popsicle sticks when students take too long or make a mistake.

Note: this activity is sometimes also known as a conditional chain.

Example:

T: If I go to the store I will buy milk. [Hand popsicle stick to Student 1.]

S1: If I buy milk I will bake a cake. [Pass stick to next student.]

S2: If I bake a cake I will share with friends. [Pass stick to next student.]

S3: If I share with my friends they will really like me. [Pass stick to next student.]

S4: If my friends like me I will be very happy. [Pass stick to next student.]

S5: If I am happy... [Too long, keep the popsicle stick.]

T: [Student 6], start with "If I ate the last cookie.." [Hand new popsicle stick to Student 6.]

S6: If I ate the last cookie, I would make some more.

S7: If I made more cookies...

Etc.

FREE COMMUNICATIVE ACTIVITY

Groups of 3 students are given 2 dice, tokens or markers, and a worksheet with a 6x6 grid with prompts to be made into questions they will ask each other. The worksheet is at the bottom of this document.

*Students roll the dice and ask the person on their left a question based on the square they choose. Model with square 3x3 (the FREE box) and two volunteers. Students mark the question as complete after their group member answers the question. Repeating a prompt is required (e.g. if they roll 3 and 3, they still have to ask and answer the question in 3x3 even though it is already marked as done). **It takes students an average of about 11 rolls to get 4 in a row, so if you want a neat cut-off and/or to make it competitive, the group that gets 4 in a row first wins a small prize.***

If you would like to reuse the grids, provide students with tokens to mark the boxes they've answered. Otherwise, a pen or bingo dauber will do just fine.

Example instructions once groups of 3 are made:

T: How many dice does your group have? One or two?

Ss: Two.

T: Look at the sheet on the table. How many boxes are there?

Ss: 36 boxes.

T: [Demonstrate with a grid on the board showing the path from the 3 at the top with one hand and from the 3 on the left with the other. Your fingers should now be pointing at the "FREE" square.] If I look at the numbers and look for 3 by 3, what does the box say?

Ss: [Read out box 3x3.] "FREE. ...if you won the lottery."

T: How would we make that into a question? There is a model on your worksheets.

Ss: What would you do if you won the lottery?

T: That's right. [Or correct if needed. Try again with another box until students get the pattern.]

T: Can I have two volunteers? [Pick 2 students. Have Student A to your left and Student B on your right.] Thank you. We are now a team. [Student A], can you read the first instruction?

SA: Roll the dice.

T: [Pretend to roll or simply manipulate the dice.] Okay, I roll...and I get 3 and 3.
[Student B], please read the next instruction.

SB: Make the prompt in the box into a question. Ask the person on your left.

T: Who is the person on my left?

Ss: [Student A].

T: So, [Student A], what would you do if you won the lottery?.

SA: [Answers the question. If Student A doesn't pick up on the fact that they are to answer the question, point to the instructions, ask them to read it out loud, and repeat the model question.]

T: [Student B], what do we do next? What is step 3?

SB: Mark the box as complete with a token or marker.

T: Today we will be using [tokens or markers], which you should have at your tables. [Mark the grid on the board.] And then what happens, [Student A]?

SA: Then it's my turn.

T: [Run a full round where Student A asks Student B a question and Student B asks the teacher a question.] Thank you [Student A and Student B]. Head back to your teams.

T: Look at your worksheets for the answer to this question: What do we do if we roll the same number as before?

Ss: We ask the question again.

T: Right. It doesn't matter if your answer hasn't changed, this is just practice. This isn't competitive, so feel free to ask your classmates for help if you don't know how to make it into a question or you don't know how to answer the question. The person in the group that touches their noses last goes first... and go!

Name: _____

Date: _____

Conditionals (If I do.../If I did...)

Part A Match the "If" clause on the left with the "will" or "would" clause on the right.

- | | |
|---|---|
| A. If I hand in my homework on Friday... | 1. I would be very tired. |
| B. If I ran a marathon... | 2. I will have my hands free to carry something else. |
| C. If I trip... | 3. I would be so embarrassed! |
| D. If I licked that cold pole... | 4. I will land on my face. |
| E. If I bring a backpack... | 5. I would be stuck to it by my tongue! |
| F. If I went to school in my underwear... | 6. I will rest easier this weekend. |

Part B Complete the following sentences with the verb provided. The first two are done as an example for you.

1. If I eat the right amount I won't get sick. (not/get sick)
2. If he ate too little he would be hungry. (be hungry)
3. If she went to the party she _____. (meet new people)
4. If you stir too much you _____. (ruin the cake)
5. If I sit on my feet they _____. (go numb)
6. Would it be less stuffy in here if I _____ the window? (open)
7. If I didn't have dinner ready my mom _____. (not/be happy)
8. If they run to the bus stop they _____. (not/be late)
9. What would you do if he _____ your things? (steal)
10. Don't pack your bag if you _____ on the trip. (not go)
11. If he placed second in the race he _____ to the championship. (move on)
12. If she types fast she _____ the job. (get)
13. If we watered the plants more regularly they _____. (be alive)
14. If you talk too loud the baby _____. (wake up)

LIKELY: if + present simple | future simple

UNLIKELY: if + past simple | would + bare infinitive













Click Clack Toe

1. Roll the dice.
2. Make the prompt into a question. Ask the person on your left.
3. Mark the box as complete with a token or marker.
4. Pass the dice to the person on your left.
5. Repeat steps 1-4 until you get four boxes in a row.

What will you do if...?

What would you do if...?

If you roll the same numbers again, you still have to ask your teammate the question!

						
	...if you are hungry?	...if you could travel faster than light?	...if you go to the store without your wallet?	...if the weather is nice?	...if you didn't have school today?	...if you see someone drop their wallet?
	...if the world didn't have any more coffee?	...if you could meet anyone from history?	...if you feel cold?	...if you had a 3D printer?	...if you wake up feeling tired?	...if you were taller than you are now?
	...if you were famous?	...if you oversleep?	FREE ...if you won the lottery?	...if your watch runs out of batteries?	...if you were the last person alive?	...if you saw a ghost?
	...if there is no power for a week?	...if you have a headache?	...if you are stuck on a math question?	...if you were invisible?	...if there was an earthquake right now?	...if you get your dream job?
	...if dinosaurs were still alive?	...if you had a pet duck?	...if you get a new phone?	...if the world didn't have any more tea?	...if you are late for the bus?	...if animals could talk?
	...if you were shorter than you are now?	...if you travel the world?	...if you break eggs at the store?	...if a bee lands on your nose?	...if you feel hot?	...if you had one day left to live?