

All about the Second Conditional

Talking about imaginary situations with the second conditional.

1. Discuss

Discuss the following with a partner.

1. Have you ever entered a competition?
2. Have you ever won a prize?
3. Do you watch or play any competitive sports?

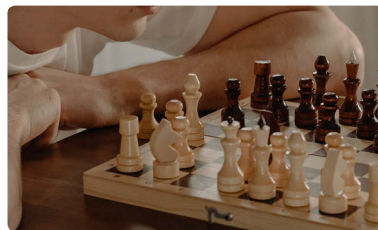
2. Vocabulary

Look at the games, sports, and competitions we can win and discuss the questions with a partner.

1. The lottery



4. Chess



7. A marathon/race



2. Bingo



5. A board game



8. Darts



3. Tennis



6. A raffle



9. A talent show



1. Which of these games, sports, and competitions have you played or participated in?
2. Have you won any of these games, sports, and competitions?
3. What games, sports, or competitions are popular in your country?

3. Reading

A. Read the dialogue about winning the lottery.

- A Hey Greg! Did you hear about James and Claire?
- B No, what happened?
- A They won the California State Lottery on the weekend!
- B No way, that's great! How much did they win?
- A Seventy-two million dollars!
- B Wowww! I'm so happy for them and a little jealous.
- A Yeah, I agree. James told me they are both going to quit their jobs and buy a house on the beach.
- B That sounds amazing. I'd love to win the lottery!
- A Me too. **What would you do if you won the lottery?**
- B Hmmm, I don't think I'd quit my job, because I really like it, but I'd definitely reduce my hours! I think if I won the lottery, I'd buy a house closer to the city and I'd get a new car. It would be nice to not worry about bills each month too. I've always wanted to visit New Zealand, so I think I'd do that first! What about you?
- A I'd definitely quit my job! I'd travel the world first class and I'd eat out in a different restaurant every night. I'd stay in the best hotels and go shopping every day. Oh... I'd also buy a mansion in LA and I'd get a super-car.
- B Wow. You've really thought about it, haven't you!
- A I have!

B. Answer the questions about the dialogue.

- Who won the lottery?
- Where do they live?
- How much did they win?
- What are they going to do with the money they won?

4. The Second (Unreal) Conditional

A. Read the sentence and choose the correct alternative in sentences 1-3.

If I won the lottery, I'd buy a house closer to the city and I'd get a new car.

- Greg is speaking about **the past / the present and future**.
- Greg thinks this is **a real / an imaginary** situation.
- Greg **has / hasn't** bought a new house and car.

B. Read the second conditional patterns and find examples of them in the dialogue. How many can you find?

- | | | | | | |
|----|--------------------|------------------|------------------------------|-------|------------------------------|
| | Past simple | | Would | | Infinitive without to |
| 1. | If I | won the lottery, | I | would | buy a house. |
| | Would | | Infinitive without to | | Past simple |
| 2. | I | would | buy a house | if I | won the lottery. |

C. Ask the question in bold in the dialogue. Respond with three or four things you would do.

5. Practice

A. Match the two parts of each sentence.

- | | |
|--|---------------------------------------|
| 1. ____ If she had a question, | a. I'd buy a new computer, |
| 2. ____ If I had enough money, | b. if we had a car. |
| 3. ____ If he spoke more loudly, | c. she would ask. |
| 4. ____ We could take you to the airport | d. I could travel around more easily. |
| 5. ____ If I had a car, | e. I'd be able to hear. |

B. Unscramble the words to form conditional sentences.

1. would / if / more time, / had / I / travel / I

.....

2. if / sung well / competition / I / enter / the / 'd / I

.....

3. they / , / if / call you / had / would / they / your phone number

.....

4. go / we / time / if / 'd / had / we

.....

6. Conversation

A. Ask, answer, and discuss the following questions with a partner.

1. What would you do if your car broke down?
2. What would you do if your boss asked you to relocate?
3. If you could have any superpower, what would it be and why?
4. If you could be any animal, what would you be and why?
5. If you could only eat one food for the rest of your life, what would you eat and why?

B. Write your own "What would you do if...?" questions to ask your teacher or other students in the class.

1.

2.

C. Ask your teacher or the other students in your class your questions.

All about the Second Conditional



Level: Pre-Intermediate: A2+
Intermediate: B1

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Language: Function: Asking and answering questions. Talking about the future.
Forms: Conditional forms. Future forms. Modal and auxiliary verbs.

Teaching time: 90 minutes.

Overview: Students are introduced to vocabulary used to talk about games, sports, and competitions. Students will review the second conditional and use it to talk about imaginary, hypothetical, and unreal situations in the present and future in a natural way.

1. DISCUSS

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students in open class

2. VOCABULARY

- A. In pairs, students look at these games, sports, and competitions we can win and discuss the questions with their partner. Check students understand the vocabulary and go through ideas and elicit answers in open class.

3. READING

- A. In pairs, students read the dialogue. Answer any questions that arise. Students change roles and practice again.
- B. In pairs, students answer the questions about the dialogue.
1. James and Claire won the lottery.
 2. They live in LA California, USA.
 3. They won seventy-two million (dollars).
 4. They are going to quit their jobs and buy a house on the beach.

4. THE SECOND CONDITIONAL

- A. Individually, students read the sentence from the dialogue and complete sentences 1-3 with the correct information. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. Greg is speaking about **the present and future**.
 2. Greg thinks this **an imaginary situation**.
 3. Greg **hasn't** bought a new house and car.
- B. Discuss the second conditional in more detail and explain its function. We use the second conditional to talk about imaginary, hypothetical, and unreal situations in the present and future. Review the structures of the second conditional and check students understand comma placement.
- e.g. If I won the lottery, I would buy a super-car.
I would buy a super-car if I won the lottery.
- Individually, students find examples of the second conditional in its various forms in the dialogue.

NOTE: The dialogue includes examples of the second conditional in natural conversation. Remind students that the condition (if clause) is often omitted and not repeated in each statement. There are also 2 statements with 'would' used to express the conditional mood.

1. I'd love to win the lottery! (Conditional mood)
 2. What would you do if you won the lottery?
 3. I don't think I'd quit my job
 4. I'd definitely reduce my hours!
 5. if I won the lottery, I'd buy a house closer to the city
 6. I'd get a new car too.
 7. It would be nice (Conditional mood)
 8. I'd do that first!
 9. I'd definitely quit my job!
 10. I'd travel the world in a private jet
 11. I'd eat out in a different restaurant every night.
 12. I'd stay in the best hotels and go shopping every day.
 13. I'd also buy a mansion in LA
 14. I'd get a super-car.
- C. In pairs, students ask the question in bold in the dialogue "What would you do if you won the lottery?" Students should respond with three or four things they would do. Elicit ideas from students to share with the class.

5. PRACTICE

- A. Individually, students match the two parts of each sentence. "Could" is used to express possibility in the future. Something that could happen is not necessarily something that would happen. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. If she had a question, **(c) she would ask**.
 2. If I had enough money, **(a) I'd buy a new computer**.
 3. If he spoke more loudly, **(e) I would be able to hear**.
 4. We could take you to the airport **(b) if we had a car**.
 5. If I had a car, **(d) I could travel around more easily**.
- B. Individually, students unscramble the words to form conditional sentences. Remind students about comma placement in conditional sentences. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. If I had more time, I would travel.
 2. I'd enter the competition if I sung well.

3. If they had your phone number, they would call you.
4. We'd go if we had time.

6. CONVERSATION

- A. In pairs, students discuss the questions. Encourage students to respond in full second conditional sentences. Elicit ideas from students.
- B. Individually, students write their own "What would you do if...?" and "If you could...?" questions to ask you or other students in the class. Monitor and assist where necessary.
- C. Students take turns asking you or the other students in the class their questions.