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**Основной УМК:** Solutions (Oxford University Press)

**Grade / Level:** B1-B2; 10-11 grades

**Age (of learners):** 15-16

**Topic:** 1, 2, 3 Conditionals in the context of travelling

**Aim:** By the end of the lesson students will be able to use Conditionals 1, 2, 3 in the context of travelling

**Materials:**

- <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conditionals> (video and worksheets)
- photos (see links below)
- handouts (see Appendix)
- PowerPoint presentation (see Appendix)
- outline of the continents of the world on the board / interactive board; or a map of the world attached to the board

Activity	Teacher says/does	Students (Ss) do	Skills developed	Time	Comments
Warm-Up	Write the word <b>Eyjafjallajökull</b> on the board. Give 1 minute to practice in pairs. Then carry out a competition to find out who can read it the best.	In pairs, ss try to read it. Then, check as a whole class.	The aim is to get ss involved.	3 min	
Lead-In	Ask ss and teach the information if they don't know (e.g. show a map): <ul style="list-style-type: none"><li>• What does the word mean? (name of volcano)</li><li>• Where is it? (Iceland, a Nordic island nation between the North Atlantic and the Arctic Ocean)</li><li>• What is it famous for? (its eruption <b>affected flights</b> across western and northern Europe over an initial period of six days in April 2010)</li></ul>	As a class, ss answer the questions.	predicting	2 min	By the end of the stage, make sure ss are familiar with the basic information about Iceland.
	Show a picture of Iceland, similar to the following: <a href="http://www.colbybrownphotography.com/assets/Kirkjufellsfoss_Sunset_Iceland5.jpg">http://www.colbybrownphotography.com/assets/Kirkjufellsfoss_Sunset_Iceland5.jpg</a> Ask: What attracts tourists to Iceland? Monitor while ss work. Help with vocabulary. Check by writing the words on the board. Along with ss's ideas, elicit the words <b>water, rock, ice, lava, geysers, landscape</b> . Model and drill pronunciation.	Ss look at the picture and make a list of things they think can attract tourists. Ss repeat the words. Ss copy the words into their exercise books.	activating the previous knowledge of vocabulary related to the topic.	5 min	
Listening for gist	Tell ss that they are going to watch a video where they will see a phone conversation between a mother and her son. The mother works as a journalist and travels all over the world. Now, she phones from Iceland. Which of the things we've discussed does she mention? After watching, ask if the boy is happy that his mum is away. (he isn't)	Ss watch the video and tick the things mum mentions.	listening for gist	5 min	video is played without subtitles
Listening for detail	Give Handout 1. Ask ss to look at the sentences from the text and choose the right alternatives. Ask them to use a pencil so that they can erase the answers later. In 2 minutes, play the video again and ask ss to check. Then, check by displaying the correct answers in a slide of the PowerPoint Presentation.	Ss work in pairs and try to remember or guess the right options. Then, they watch and check.	listening for detail; noticing grammar	5 min	video is played without subtitles

Grammar presentation	<p>Ask ss:</p> <ul style="list-style-type: none"> <li>What do all of these sentences have in common?</li> </ul> <p>Write on the board:</p> <ul style="list-style-type: none"> <li>Which sentences are about: <ul style="list-style-type: none"> <li>a) the present</li> <li>b) the past</li> <li>c) the future</li> </ul> </li> <li>Which are real / unreal?</li> </ul> <p>Monitor and help ss who have trouble understanding the grammar.</p> <p>Check by asking the class to give numbers of each type of conditionals.</p> <p>Then, display a chart on the board. Use PowerPoint presentation. See Board below. First elicit and then make the form of each conditional type appear on the screen.</p>	Ss discuss in pairs and mark the sentences as <b>PR</b> (present), <b>PS</b> (past), <b>F</b> (future). Then, as <b>real</b> , <b>unreal</b> .	awareness of how conditionals are formed and what they mean	10 min	
Controlled Practice	<p>Give students the worksheet.</p> <p><a href="http://learnenglishteens.britishcouncil.org/sites/teens/files/gs_conditionals_-_exercises.pdf">http://learnenglishteens.britishcouncil.org/sites/teens/files/gs_conditionals_-_exercises.pdf</a></p> <p>Follow the procedure. Ask fast-finishers to write the answers on the board.</p>	Ss work individually and do the exercises from the worksheet.	ability to use conditional sentences correctly	15 min	
Freer practice	<p>Give handout 2. Make sure ss understand that they have to write sentences about <b>themselves</b>, not about characters from the video. Encourage ss to be creative.</p>	Individually, Ss complete the sentences so that they are true for them. Then, the interview their partner.	ability to use conditional sentences in personalized contexts	10 min	
Free writing	<p><b>Project: If I could go anywhere in the world I would go to ...</b></p> <p>Each student writes about their dream holiday. They should include information about what they would do/see/eat/buy/try there. Then, they take their papers and attach them to the place on the map of the world (on the board/interactive whiteboard).</p> <p>After everybody's finished analyze which places are the most popular and which are the least popular. Ask sts to discuss in pairs the reasons for this. Discuss briefly as a class.</p>	Ss write about their dream holidays. Then they put their ideas on the board. After that, they discuss the results.	writing: a dream holiday	15 min	
Free speaking	<p>Group ss based on the places they want to visit. Each group consists of 3-4 people. Tell them that you will give them 500 000 rubles. They should plan their holiday <b>together!</b> Stress that it's important to find compromise; otherwise they won't get the money. Also, they'll have to persuade other people in their group. They should be encouraged to use conditional sentences, e.g. <i>If you choose the city, I will choose the things to do there.</i> OR <i>If we went to New York, we wouldn't be able to visit California.</i></p> <p>Monitor, give help, remind to use conditionals.</p>	Ss work in groups to agree on a plan of a holiday.	speaking: negotiating, compromising	15 min	
Feedback	<p>Nominate a student from each group to briefly describe their plan. Other groups listen and decide if they deserve the money or not.</p>	Individual students tell about their plans.	speaking: reporting the results	5 min	

## Handout 1

*Watch again and circle the correct words.*

1. If I **had** / **have** the opportunity to visit places like that, I **won't** / **wouldn't** complain!
2. If you **don't** / **won't** tell me, I'll / I'd just keep asking.
3. If I **promise** / **will promise** to travel less, **will** / **do** you forgive me?
4. If you **travelled** / **travel** less because of me, I **feel** / **I'd feel** worse.
5. If I'd **known** / **knew**, I **would have** / **would** asked.
6. Even if I **have** / **had** three days of classes, I **wouldn't be able** / **can't** to say it.
7. I **don't** / **can't** say it unless I **will read** / **read** it.
8. If it **hadn't affected** / **didn't affect** flights, we **wouldn't have heard** / **won't hear** much about it.
9. I'll never go unless you **take** / **will take** me.

## Presentation

1 <sup>st</sup> Conditional (Real future)	
If you <b>don't</b> tell me, I'll just <b>keep</b> asking.	If + Present Simple, will + V <sub>1</sub>
2 <sup>nd</sup> Conditional (Unreal future)	
If I <b>had</b> the opportunity to visit places like that, I <b>wouldn't complain</b> .	If + Past Simple, would + V <sub>1</sub>
3 <sup>rd</sup> Conditional (Unreal past)	
If I'd <b>known</b> , I <b>would have asked</b> .	If + Past Perfect, would have + V <sub>3</sub>

**Unless = If not**

## Handout 2

*Complete the sentences so that they are true for you:*

1. If I visit Iceland, I ...
2. If my mother was a journalist, I ...
3. If I had been in Iceland during the eruption, ...
4. If I could speak the Icelandic language, I ...
5. If I didn't see my mum for a long time, ...
6. If my mum forgot about my important exam, I ...
7. If my flight is delayed because of a natural disaster, I ...
8. If I hadn't studied English before, I ...

*Transform the beginnings of the sentences into questions and ask your partner about his/her endings.*

*E.g. What would you do if you visit Iceland?*