

4.3

IF- SENTENCES + PAST PERFECT

LEVEL
Intermediate +

TIME
40 minutes

Section A

AIM

– to introduce the third conditional (*if* + past perfect)

DISCOVERY

1. Write *Lucky? Or Unlucky?* at the top of the board, and draw two neutral faces underneath. Tell the students that they are about to hear two stories, and they have to decide if the person in each story was lucky or unlucky.

2. Point to the first face and read (or tell) the following:

This is Sam. He had a plane to catch. But on the way to the airport his taxi broke down and he was late arriving so he missed the flight. That particular flight crashed and everyone was killed.

3. Ask *Was Sam lucky or unlucky?* If there is some doubt, tell the story again. Establish that Sam was lucky and challenge the students to tell you why. It is likely that someone will try to produce a sentence with *if...* Help them formulate this, and write it on the board, in the form: *If he had caught the plane, he would have been killed.* Or: *If he hadn't missed the plane, he would have been killed.*

4. Point to the second face and read this text:

This is Cindy. Every week she buys a lottery ticket with the same number: 2222. Last week she didn't have the right change, so she didn't buy a ticket. You guessed it. Last week the winning number was 2222 and the prize was nearly a million dollars.

5. Repeat the procedure above (stage 3), this time establishing Cindy's bad luck, and eliciting, and writing up, the sentence: *If she had bought a ticket, she would have won nearly a million dollars.*

6. Highlight the form and the meaning of the two sentences (about Sam and Cindy). Establish the "hypothetical past" meaning, eg, by asking *Did Sam catch the plane?* (Answer: No). *Did Cindy buy a ticket?* (Answer: No). *Can they change things?* (Answer: No). Point out the use of the past perfect in the *if*-clause, and the use of *would* + the perfect infinitive in the main clause. You could also point out the typical contractions that occur in spoken language, ie,

If he'd caught the plane, he would've been killed.

If she'd bought a ticket, she would've won nearly a million dollars.

7. Elicit further sentences about each situation, by asking, for example, *What would have happened if Sam's taxi hadn't broken down? What would have happened if Cindy had had the right*

change? Write the answers on the board, eg, *If Sam's taxi hadn't broken down, he wouldn't have been late. If Cindy had had the right change, she would've bought a ticket.*

8. Progressively erase each sentence from the board, removing a word at a time, while asking individual students to repeat the sentence, until no words are left.
9. In pairs, students should then try to reconstruct all the sentences by writing them down from memory. As an optional extra, they could also write their own versions of the short texts about Sam and Cindy.

CONSOLIDATION

1. Copy and distribute – or project – the following jumbled sentences.

- a. *she/got wet/If/wouldn't/had/have/taken her umbrella/Claudia*
- b. *scored a goal/lost/Ben/we/If/would/lost the match/hadn't/have*
- c. *Tibor/passed the exam/he/studied harder/If/would/had/ have*
- d. *saved her document/Monica/she/have/If/wouldn't/lost it/had*
- e. *chased the cat/If/wouldn't/the dog/hadn't/have/it/been run over*
- f. *Tommy/slept in/had/he/If/wouldn't/set his alarm clock/have*

2. Ask the students, working in pairs, to unjumble them.
3. Still in pairs, the students should then write a mini-situation (like the Sam and Cindy stories) that leads up to each of these six sentences. (Alternatively, assign one mini-situation to different pairs.)

USE

1. Tell the class a true story about yourself or someone close to you, where you were either lucky or unlucky, and where events could have taken a different course. But, just before the end of the story, withhold the conclusion. For example,

Once, when I was travelling in the Middle East, I was sitting in an outdoor café, having a cup of coffee. Next to the café some workmen were doing some work on a building. For some reason, I decided to move to another table. Five minutes later, a huge wooden beam slipped from the grasp of one of the workmen, and fell onto the seat where I had been sitting...

2. Challenge the class to provide an *if*-sentence to complete the story. Eg, *If you hadn't moved, you would've been injured or even killed!*
3. Ask the students to do the same: first to compose, then tell to their neighbour, a story whose conclusion would be an *if*-sentence. Their neighbour has to supply the missing *if*-sentence.
4. Ask individual students to tell their neighbour's story to the class.

LEVEL
Intermediate +

TIME
50 minutes

EXTRAS
(Optional) Class set of
worksheet

Section B

LEAD-IN ACTIVITIES

• Questions that change the story

1. Write the following on the board:

<i>What would have happened if ...</i>	<i>hadn't...</i>	<i>kissed (Sleeping Beauty?)</i>
	<i>had ...</i>	<i>(kissed the queen instead of Sleeping Beauty?)</i>

Announce that you are going to tell a fairy tale, a folk tale or a story. Ask your class to interrupt you whenever they want to.

2. Tell your story, pausing frequently to encourage students to interject past conditional questions. If students do not interrupt you, prompt them somehow (eg, by gesture). As students ask questions, answer them and adapt the story accordingly. For example:

Student: What would have happened if Little Red Riding-Hood had looked through the window before entering her gran's house?

Teacher: She would have known that it wasn't her gran lying in bed. So she would have run back the way she had come, clutching her basket.

Student: What would have happened if the wolf had realised that she was running away?

Teacher: He would have stormed out of the house to try to catch Little Red Riding-Hood. So let's say he was running after the little girl who, however, after a while, happened to look back. When she saw the wolf, she froze...

• Tell your own story

1. Form groups of four. Each group member should tell a story. The other three in the group must each ask two questions with which they can change the course of the story.
2. Each student finds a partner from another group and tells both their own original story and the story that resulted due to the questions asked in the group phase.

PRESENTATION OF MODEL TEXT

1. Hand out the following worksheet (or write both texts as well as the words in the box on the board).
2. Ask everyone to complete the sentences by filling in the gaps with words from the box underneath.



Worksheet

If she had _____ me

I would have _____.

If she had _____ at me

If I had _____ her roses

she would have _____ me

and if she had _____ me

I would have _____
 _____ for her.
 If she had _____ me to
 I would have _____ a song.
 If she had _____
 I would have _____ a poem
 and if she had _____ me
 I would have said 'Yes.'

I would have _____ her cheek
 and if I had _____ her cheek
 she would have _____
 and if she had _____
 I would have _____ her
 That her cheeks were
 the colour of roses.

kissed - blushed - embraced
 - looked at - told - bought -
 blushed - asked - written
 - embraced - smiled - kissed -
 nodded - painted a picture
 - blushed - composed - wanted -

3. Ask your students to read out their texts.
4. Present the model texts.



Model texts

*If she had looked at me
 I would have blushed.*

*If she had nodded at me
 I would have painted
 a picture for her.*

*If she had wanted me to
 I would have composed a song.*

*If she had smiled
 I would have written a poem
 and if she had asked me
 I would have said 'Yes.'*

*If I had bought her roses
 she would have embraced me
 and if she had embraced me
 I would have kissed her cheek
 and if I had kissed her cheek
 she would have blushed
 and if she had blushed
 I would have told her
 that her cheeks were
 the colour of roses.*



TEXT CREATION

The students write their own texts based on the model. Follow up with presentations of these texts to the whole class.