

Lesson Plan: Zero, First, and Second Conditional

Level: Advanced Mid (ACTFL Scale)

Context: IEP, 15 Adult ESL learners, Learning English for academic or professional purposes

Topic: Zero, First, and Second Conditional

Duration: 50 minutes

Prerequisites: basic sentence structures, present/past/future tenses, modal verbs, basic understanding of conditional structures (previous exposure to the topic)

Learning Outcomes:

By the end of the lesson, students will be able to:

- Identify and use the zero, first, and second conditionals in speaking and writing.
 - Understand the meaning and use of each conditional type.
 - Use the correct structure for zero, first, and second conditional sentences based on context.
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1) Presentation (Homework Pre-Activity)

Students will read a short article titled "If You Want to Be Successful: Conditions for Success". Students should answer the follow up questions. The article is attached below.

2) Warm-up (5 minutes)

Conditionals Brainstorm

- Write the following sentence starters on the board:

If it rains, _____

.If I won the lottery, _____.

If I study hard, _____.

- Have students work in pairs and fill in the blanks with their own ideas, encouraging them to use the correct form of the verb. After a couple of minutes, ask students to share their answers with the class.
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3) Attention (5 minutes)

Introduction to the Three Conditionals: Make students aware of the different uses and structures of the conditionals, and help them identify which conditional applies to each example.

- Start with three examples (one for each conditional type):
 1. **Zero Conditional:** If you heat water to 100°C, it boils.
 2. **First Conditional:** If it rains tomorrow, I will stay home.
 3. **Second Conditional:** If I had a million dollars, I would travel the world.

- Write the examples on the board and ask the students:
 - What is the structure of the sentences?
 - What is the meaning of each sentence?
 - What type of situations do they describe (facts, possible future events, or hypothetical situations)?
 - Which tense is used in the "if" clause for each example?
 - Draw students' attention to the form:
 - **Zero Conditional:** If + present simple, present simple (for general facts).
 - **First Conditional:** If + present simple, will + base verb (for real future possibilities).
 - **Second Conditional:** If + past simple, would + base verb (for hypothetical or unlikely situations)
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4) Co-construction (15 minutes)

- Engage students in a discussion to explore the form, meaning, and use of each conditional type. Use the following questions to guide the conversation:
- Give them a **Handout** with rules (Attached below)
- Let them work in pairs to answer the following questions.
- Let them share their examples for each type of the conditional.
- Write the students' answers on the board, clarifying any points as necessary. Highlight how each conditional type is formed and used.
- Summarize the rules together.

The Questions.

- What is the structure of the zero conditional (if + present simple)?
 - When do we use the first conditional (if + present simple, will + verb)?
 - What does it express? What is the difference between the first and second conditional?
 - Why do we use the past tense in the second conditional?
 - Can we use modals (e.g., could, might) in the second conditional? How does the meaning change?
 - What are some examples of real situations we can talk about using the first conditional?
 - How does the zero conditional apply to scientific facts or general truths?
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5) Extension (25 minutes)

1. Form Practice (10 minutes)

Students will write 3 new conditional sentences for each type (zero, first, and second) based on their own ideas.

Encourage them to be creative and use both real and hypothetical situations.

After completing the tasks, students will share their sentences with the class. Correct and discuss as necessary.

2. If-Clauses for Students to Complete (15 minutes).

Students need to finish the sentences and share the answers with a partner.

1. If I could travel anywhere in the world, _____.
 2. If I study hard every day, _____.
 3. If I were the president of my country, _____.
 4. If it rains tomorrow, _____.
 5. If I forget my phone at home, _____.
 6. If I had a million dollars, _____.
 7. If my best friend needs help, _____.
 8. If I exercise regularly, _____.
 9. If I didn't have to work or study, _____.
 10. If I see a dog on the street, _____.
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6) Homework

1. Students will fill out the Worksheet (link below)

<https://www.topworksheets.com/en/english-language/conditionals/pma-conditionals-september-8-64f9c52561b1d>

2. Explain the concept of a bucket list. Tell students to create a list of 10 bucket list items (tell them to use the conditionals sentence structures).

3. Ask them to prepare a short 10 slides presentations about their bucket list items.
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7) Post-it note plan

-Warm-up: Classroom brainstorm: hypothetical scenarios

-Present: Conditionals theory

-Co-construction: make sure they understand when they are used

-Practice: correct form practice

-Practice: speaking with a partner/as a group, use sentence templates

-Explain homework assignments

Materials Needed:

1. The article
2. Handout for Co-Construction

1.If You Want to Be Successful: Conditions for Success

Success means different things to different people. For some, it might mean achieving career goals, while for others, it could be personal growth or happiness. However, there are certain conditions that can help everyone achieve success. Let's explore some of these factors.

When you dedicate time to improving a skill, you see progress. People who consistently work on their goals tend to outperform those who don't. For instance, a musician who practices every day eventually becomes more confident and skilled. Similarly, someone who regularly saves money finds it easier to afford big purchases later.

Believing in yourself is another essential factor. If you take an optimistic approach, you are more likely to stay motivated, even when things get tough. For example, if you set clear goals and work towards them, you have a better chance of achieving them. On the other hand, without belief in your ability to succeed, you might hesitate to try.

Taking risks is equally important. Imagine how much you could accomplish if you weren't afraid to take chances. Opportunities are often missed because people fear failure. If people overcame that fear and acted bravely, they could open doors to experiences they never thought possible. Success often comes to those who take calculated risks and learn from the results.

Ultimately, success is about combining effort, mindset, and action. Whether you focus on daily habits, maintain a positive outlook, or challenge yourself to try new things, the conditions for success are within your control. By paying attention to these areas, you increase your chances of reaching your dreams.

Follow up Questions:

1. What are some actions the article suggests can lead to success? Provide examples from the text.
2. How does believing in yourself influence your chances of success, according to the article?
3. What role does taking risks play in achieving success? Can you think of a situation where taking a risk might lead to a good outcome?
4. The article mentions daily habits and consistent effort. Why are these important for success?
5. Which of the conditions mentioned in the article do you find most relevant to your own goals? Why? Share your perspective.

Conditionals: zero, first and second

Grammar explanation

Conditionals describe the result of a certain condition. The *if* clause tells you the condition (*If you study hard*) and the main clause tells you the result (*you will pass your exams*). The order of the clauses does not change the meaning.

If you study hard, you will pass your exams.
You will pass your exams if you study hard.

Conditional sentences are often divided into different types.

Zero conditional

We use the zero conditional to talk about things that are generally true, especially for laws and rules.

If I drink too much coffee, I can't sleep at night.
Ice melts if you heat it.
When the sun goes down, it gets dark.

The structure is: *if/when* + present simple >> present simple.

First conditional

We use the first conditional when we talk about future situations we believe are real or possible.

If it doesn't rain tomorrow, we'll go to the beach.
Arsenal will be top of the league if they win.
When I finish work, I'll call you.

In first conditional sentences, the structure is usually: *if/when* + present simple >> *will* + infinitive.

It is also common to use this structure with *unless*, *as long as*, *as soon as* or *in case* instead of *if*.

I'll leave as soon as the babysitter arrives.

I don't want to stay in London unless I get a well-paid job.

I'll give you a key in case I'm not at home.

You can go to the party, as long as you're back by midnight.

Second conditional

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

If we had a garden, we could have a cat.

If I won a lot of money, I'd buy a big house in the country.

I wouldn't worry if I were you.

The structure is usually: *if* + past simple >> *would* + infinitive.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*, especially in the *he/she* form.

If I were you, I wouldn't mention it.

If she was prime minister, she would invest more money in schools.

He would travel more if he was younger.

Third conditional

We use the third conditional (*if* + past perfect, *would* + *have* + past participle) to talk about something in the past that did not happen.

If I'd known, I would have worn something nicer.

I definitely would've remembered if you'd told me!

