

**A**

📄A. Complete the gaps with the appropriate verb.

📄B. Ask and answer the questions with your partner.

What _____ you _____ if you hadn't got this job? ( <i>do</i> )	What _____ your government _____ if unemployment increases? ( <i>do</i> )
What _____ when the company fire alarm goes off? ( <i>happen</i> )	Under what circumstances _____ you _____ vocational education? ( <i>do</i> )
If you _____ re-design your company's uniform, what design would you use? ( <i>can</i> )	When you _____ an appraisal, will your salary increase? ( <i>have</i> )
How _____ you _____ your bonus if you get one? ( <i>spend</i> )	What _____ you _____ if your company went bankrupt? ( <i>do</i> )
How _____ someone _____ to your work if they go by public transport? ( <i>travel</i> )	_____ you _____ for your own training if you had to? ( <i>pay</i> )
_____ you _____ a different degree given your experience of work? ( <i>study</i> )	What _____ you _____ if you are ever underpaid? ( <i>do</i> )
Under what circumstances _____ you _____ abroad? ( <i>work</i> )	What _____ when you have a company meeting? ( <i>happen</i> )
What _____ company procedures if you are late for work? ( <i>be</i> )	What work _____ you _____ if you'd been alive in the 19 <sup>th</sup> century? ( <i>do</i> )
What _____ you _____ if someone from work ate your lunch? ( <i>say</i> )	What _____ you _____ when you next have time off? ( <i>do</i> )

## Activity Instructions

Language Focus:	Zero/first/second/third conditionals
Vocabulary Focus:	Unspecific
Level:	Business (Intermediate - Advanced)
Skill:	Speaking
Time:	30 minutes
Organisation:	Students work individually (A) Students work in pairs (B)
Stage:	Controlled grammar speaking practice
Suggested Method:	

- 1 Copy one handout per pair of students, and cut the handouts up into A and B.
- 2 Put the students into pairs with an A and B student, and distribute the handouts.
- 3 Firstly, get students to complete the *conditionals* individually. If students struggle with this, pair them off with someone of the same letter. If your group is weaker, check the answers on the board before continuing on to the speaking.
- 4 Next, get students to discuss their questions in pairs. Ensure students use the appropriate *conditional* in their answer.
- 5 Monitor the students, providing language input or error correction when necessary.
- 6 Finally, elicit responses from some of the students and draw to their attention any appropriate vocabulary or serious language mistakes.