

1. 🧭 THE CONDITIONAL DISASTER ROOM



Focus: First & Second Conditional

Skills: Speaking, problem-solving, teamwork

Group size: 3–5 students

Preparation

Prepare several **Disaster Cards**, such as:

- Your plane makes an emergency landing on an island.
- A zombie enters your school.
- You get lost in a jungle.
- Your city loses electricity for one week.
- You are trapped inside a shopping mall overnight.
- An alien spaceship lands next to your house.

Also prepare **Object Cards**:

- a flashlight
- a bottle of water
- a rope
- a phone with 10% battery
- a knife
- a blanket
- a map
- chocolate
- a mirror
- a first-aid kit

How to Play

Divide students into teams and give each team one Disaster Card.

Then show them **10 Object Cards**. They may choose only **four objects**.

To take an object, they must produce a correct conditional sentence:

If we take the rope, we'll be able to climb.

If we don't take the water, we'll get thirsty.

After choosing their objects, give them unexpected **Emergency Cards**:

🚨 Your phone battery dies!

Teams now have to react:

If our phone dies, we'll use the mirror to signal for help.

Then introduce hypothetical problems:

What would you do if you saw a huge snake?

Students switch to the Second Conditional:

If we saw a huge snake, we would stay away from it.

Winning

Award points for:

+2 correct conditional

+1 creative solution

+1 strong explanation

+2 solving an Emergency Card

The team that survives with the most points wins.

2. ● CONDITIONAL LASER MAZE



Focus: Identifying Zero / First / Second / Third Conditional

Skills: Movement + grammar recognition

Preparation

Use string, ribbon, or crepe paper to create a simple “**laser maze**” across part of the classroom.

At different points in the maze, attach numbered Challenge Cards.

Divide students into teams.

How to Play

One student enters the maze.

They must move through it **without touching the lasers**.

When they reach a card, they stop and solve it.

For example:

Card 1

If you heat ice, _____.

Student:

If you heat ice, it melts.

Card 2

If it rains tomorrow, _____.

If it rains tomorrow, we'll stay home.

Card 3

If I could become invisible, _____.

If I could become invisible, I would travel everywhere for free.

Card 4

If Jack had studied harder, _____.

If Jack had studied harder, he would have passed the exam.

Correct answer → continue.

Incorrect answer → return to the previous checkpoint.

Touch a laser → answer an additional **Penalty Question**.

Final Challenge

At the end of the maze, the student picks a random number:

0 / 1 / 2 / 3

They have **five seconds** to create that type of conditional.

3!

If I had woken up earlier, I wouldn't have missed the bus.

Fastest team to successfully get all members through the maze wins.

3. 🧨 IF-CHAIN DOMINO EXPLOSION



Focus: First Conditional

Skills: Listening, speaking, quick thinking

This starts simply but becomes completely chaotic!

Students stand in a circle.

Give the first student:

If I don't study tonight, I'll fail my test.

The next student must take the **result** and turn it into the next condition:

If I fail my test, my parents will be angry.

Next:

If my parents are angry, they won't let me go out.

Next:

If they don't let me go out, I'll stay home.

Next:

If I stay home, I'll play video games.

Continue around the circle.

But add the CONDITIONAL BOMB 🧨

Set a random timer.

Students must pass a ball while producing the chain.

When the timer rings, whoever is holding the ball gets a **Chaos Card**:

🔥 Change the story completely!

🔄 Make a negative sentence!

❓ Turn the next sentence into a question!

⚡ Answer in 3 seconds!

👑 Use "unless"!

💀 Use TWO conditions!

For example:

Unless my parents forgive me, I'll have to stay home.

The chain becomes increasingly unpredictable.

4. 🕵️ THE TIME-TRAVEL INVESTIGATION



Focus: Third Conditional

Skills: Reasoning, storytelling, speaking

Tell students:

“Something terrible happened yesterday. You are time-travel detectives. Your mission is to discover how it could have been prevented.”

Give teams a chain of events:

THE DISASTER

7:00 — Leo woke up late.

7:30 — He missed the bus.

8:15 — He arrived late at school.

8:20 — He missed an important announcement.

10:00 — He went to the wrong classroom.

10:30 — He missed his exam.

Students investigate the timeline and produce Third Conditional statements. This kind of alternative-timeline thinking is particularly useful for making Third Conditional meaning concrete.

If Leo had woken up earlier, he wouldn't have missed the bus.

Then:

If he hadn't missed the bus, he would have arrived on time.

Then:

If he had arrived on time, he would have heard the announcement.

🔥 **Twist: Change History!**

Give each team **ONE Time Machine Card**.

They can change only **one event**.

They must decide which event would create the biggest change.

Team A:

We would change 7:00. If Leo had woken up on time, none of the other problems would have happened.

Teams defend their choices.

The class votes for the **Best Time-Travel Solution**.

5. **CONDITIONAL BALLOON HEIST**



Focus: Mixed Conditionals

Skills: Movement, accuracy, strategy

Materials: Balloons + grammar cards

Prepare balloons in four areas:

ZERO

FIRST

SECOND

THIRD

Inside each balloon, put a mission.

Examples:

ZERO

ice / get hot

Student:

If ice gets hot, it melts.

FIRST

rain tomorrow / stay home

If it rains tomorrow, I'll stay home.

SECOND

become invisible / ?

If I became invisible, I would travel around the world.

THIRD

study harder / pass the exam

If I had studied harder, I would have passed the exam.

How to Play

Each team needs to collect:

1 Zero + 2 First + 2 Second + 2 Third Conditional cards

BUT students cannot simply choose any balloon.

Before running, they roll a die:

1 → Zero

2 → First

3 → Second

4 → Third

5 → Choose any one

6 → STEAL!

If they roll **6**, they can challenge another team.

The teacher gives both teams the same situation:

“I didn't bring an umbrella. I got wet.”

First team to correctly say:

If I had brought an umbrella, I wouldn't have gotten wet.

steals one card from the other team.



Winning

The first team to collect the complete set AND correctly identify all four structures wins.

6. 🏰 CONDITIONALS: THE FOUR KINGDOMS



Focus: Zero, First, Second & Third Conditional

Skills: Full grammar review, movement, strategy, speaking

Best for: Final practice / Second Test

Turn four classroom corners into **four kingdoms**:

🌍 **ZERO KINGDOM — Facts & Rules**

🔮 **FIRST KINGDOM — Possible Future**

🦄 **SECOND KINGDOM — Imaginary World**

🕒 **THIRD KINGDOM — Change the Past**

Each team starts with **5 lives** ❤️ ❤️ ❤️ ❤️ ❤️ .

Round 1 — Choose Your Kingdom

Give a situation:

“You didn't charge your phone, so it died.”

Students have **5 seconds** to run to the correct kingdom.

→ **THIRD**

But running there isn't enough.

They must produce:

If I had charged my phone, it wouldn't have died.

Wrong kingdom = lose one life.

Round 2 — Attack Another Kingdom 🗡️

A team chooses another team and gives them a conditional starter:

If I won one million dollars...

The challenged team has 5 seconds:

...I would travel around the world.

Correct → they survive.

Incorrect → they lose ❤️ .

Round 3 — Grammar Trap 🚨

Show sentences such as:

- ✗ If I will see her, I will tell her.
- ✗ If I was rich, I will buy a mansion.
- ✗ If she had studied, she would pass the exam yesterday.

Teams ring a bell/grab an object and correct them:

If I see her, I'll tell her.

If I were rich, I would buy a mansion.

If she had studied, she would have passed the exam.

FINAL BOSS 🐉

The last two teams receive **one situation**:

“A student stayed up until 3 a.m., forgot to set an alarm, woke up late, missed the bus and missed an important exam.”

They have **60 seconds** to create:

1 Zero Conditional

1 First Conditional

1 Second Conditional

1 Third Conditional

For example:

If people don't sleep enough, they feel tired.

If he has another exam tomorrow, he'll set two alarms.

If I were him, I would go to bed earlier.

If he had set an alarm, he wouldn't have missed the exam.