

What if...? In a meeting

B1–B2 · Adults · First and second conditionals · Pairs, groups or one-to-one

1 What could change?



A possible agreement

The supplier may offer a lower price.



Imagine more money

The team cannot afford an assistant.

Which team can make a plan now? Which team is imagining a different situation?
What could each team say? Compare your ideas.

A short grammar guide

First: a future situation we see as a real possibility.

If + present simple, will + verb.

If the supplier agrees, we'll place an order.

Second: an imagined present or future situation, often unlikely.

If + past simple, would + verb.

If we had more money, we'd hire an assistant.

The past form in the second conditional does not mean past time.
In these patterns, put will/would in the result: If she calls, I'll reply.
we'll = we will · we'd = we would · I'd = I would

2 Possible plan or imagined change?

Write P (possible plan) or I (imagined change). Then complete the verbs.

- Approval may arrive today. If we ____ (get) it, we ____ (start) tomorrow. ____
- We have no spare room. If we ____ (have) one, we ____ (meet) there. ____
- I'm not the chair. If I ____ (be) the chair, I ____ (invite) everyone to speak. ____

Picture the meeting

Use the facts to choose the meaning. Then explain your decision.

3 Say it, then respond

Make one if sentence for each picture. Use all the prompts. Your partner replies with a question or suggestion. Example: If we finish early, we'll review the budget.

Reply: Which figures will we check first?



1 A lower price

The supplier may agree.

supplier / agree / we / order more



2 More help

We cannot afford an assistant.

we / have more money / we / hire one



3 Extra time

We may finish early.

we / finish early / we / review the budget



4 A larger room

Our room is too small for everyone.

we / have a bigger room / we / invite everyone



5 A change request

The client may ask for changes.

client / ask / we / send a new proposal



6 An answer

I do not know the answer now.

I / know the answer / I / explain it



Can the meeting go ahead?

4 Read the invitation. Find a workable plan together.

INBOX / New message

From: Priya, project coordinator

Subject: Client demonstration — Friday

We need to show a new booking system to six clients. Please choose a time, a room and a way to demonstrate it. We can spend up to £180 in total. Everyone must be able to join. Please agree a backup if the live system fails.

These meeting details are fictional.

Prepare and discuss

1. Each person takes a private card from page 4. Read your facts.
2. Share your information aloud. Ask questions before you decide.
3. Agree the time, room, total cost and backup. Give everyone an action.
4. Say one imagined improvement: If we had..., we would...

Useful language

What will we do if...? / If we..., we'll... / What would happen if...?

That could work, but... / Can you check...? / So, we've agreed to...

Our plan Time: _____ Room: _____ Total cost: _____

Backup if the system fails:

Who will do what, and by when?

5 Keep talking

Choose two questions each. Give reasons and ask a follow-up.

- What will you do if your next meeting starts late?
- What will you say if you don't understand a decision?
- If you could remove one meeting rule, what would you change?
- If your team had twice its budget, what would you spend it on?



Private information cards

Give each learner one card. Keep the other cards out of sight.

A • Priya / Clients

All six clients can attend at 10:00 on Friday. Only four can attend at 14:00. All six must join the same demonstration. Ask the team to confirm a time.

B • Mateo / Rooms

Room Oak is free at 10:00. It has space for six clients and three staff. Room Pine is free at 14:00, but has space for only four clients. Both rooms are free to use.

C • Lin / Equipment

Oak has a screen and a connection for a laptop. Pine has no screen. One loan laptop costs £40 for the day. Your team needs one laptop for the demonstration.

D • Amara / Costs

Refreshments cost £12 per client. Pay for six clients only. There is also a £25 setup charge for the event. These costs are separate from any laptop hire.

E • Diego / Technology

The live system sometimes stops working. A saved video is available and works without internet. The video shows every step, but clients cannot try the system themselves.

F • Zofia / Staff

You and Priya can run the demonstration at 10:00 or 14:00. Lin can test the laptop on Thursday. Ask who will contact the clients and who will prepare the backup video.

STOP — open only after you agree a plan

New message: Oak is unavailable. Cedar is free at 10:00, holds everyone and has a screen, but costs £35. Can you keep your plan within £180? Agree what will change and tell the clients.



Teacher notes and answers

Keep this page separate from the student pages. No recording is required.

Teach the lesson

Aim: distinguish a possible future plan from an imagined change, then use both meanings to solve a meeting problem. Share pages 1–3 with everyone; distribute page 4 cards privately. Do not reveal the change message until a plan is agreed.

Start: discuss the two pictures before reading the grammar. Elicit possible outcomes. Check: Is the supplier's agreement possible? (Yes.) Do they have enough money for an assistant? (No.) Is "had" about the past here? (No.)

Practise: complete task 2, then use the pictures for short exchanges. Accept sensible wording beyond the prompts. Ask what learners mean before correcting a conditional. First and second forms express the speaker's view, not a fixed probability percentage.

Meet: allocate all six cards. With 2 learners: A/B/C and D/E/F; with 3: A/B, C/D, E/F; with 4–5: combine cards as needed; with 6: one each. One-to-one: teacher holds half. Online: send private cards by chat. Each learner shares facts and agrees at least one action. Reveal the change, revise the plan, then use task 5.

Answer key and meeting solution

Task 2: a P: get; will start. b I: had; would meet. c I: were; would invite. "Was" is common informally; model "were" for the imagined situation.

Task 3: 1 If the supplier agrees, we'll order more. 2 If we had more money, we'd hire an assistant. 3 If we finish early, we'll review the budget. 4 If we had a bigger room, we'd invite everyone. 5 If the client asks, we'll send a new proposal. 6 If I knew the answer, I'd explain it. Accept contractions, reversed clause order and clear alternatives.

Task 4: Friday 10:00, Oak, loan laptop, saved video as backup. Cost: $6 \times £12 + £25 + £40 = £137$. Staff/actions are agreed by the learners; Lin can test on Thursday. After the change: Cedar adds £35; total **£172**, leaving **£8**. No extra clients or laptop fees are needed. An imagined improvement might be: "If we had our own laptop, we'd save £40."

Feedback and a fresh final exchange

Check that each learner shares facts, responds to a partner, uses both meanings and checks the budget. Give one useful correction; replay part of the conversation. Finish without the grammar box: "What will you do if the laptop arrives late?" Then: "If you could redesign this event, what would you change?" Answers vary. Optional homework and a self-check key are separate.