

Unit 16 First conditional

Oxford Living Grammar explains how grammar works and when to use it. The exercises use real-life situations to practise grammar in context. This lesson consolidates your students' knowledge of the first conditional with the opportunity to practise in the context of talking about their town.

Lesson length: 60 mins

- Aim:**
1. to review the form and general use of the first conditional (talking about possible actions and situations in the future and their results)
 2. to review and extend vocabulary for talking about a town

Preparation:

- You will need a copy of the following for each student/pair of students:
Activity worksheet: What's my sentence? (Cut in half for Student A and Student B)
Activity worksheet: – *Oxford Word Skills* Unit 35 - I can talk about my town
Handout: First conditional
Activity worksheet: If you visit this city ...

Grammar Review:

- Write the following phrases on the board:
start university stay with a friend get a job
save money go on holiday
- Ask students: "Which of these might you do when you leave school?" Tell them to talk to a partner and say why they might do these things. Ask for feedback and encourage them to share any other ideas for things they might do.
- Say aloud:
If I pass my exams, I'll go to university.
I'll go to university if I pass my exams.
If I don't do well, I won't be able to go.
I won't be able to go if I don't do well.
- Ask students to repeat the phrases after you.
- Ask: "Are these sentences about the present or the future?" [The future.]
- Focus on the tenses by eliciting that the verb after *if* is in the present simple and the other verb is in the future (*will/won't* + infinitive).
- Invite students to make and call out first conditional sentences of their own, thinking about the phrases for things they might do after university. Invite one or two to write their sentences on the board.
- Then highlight the form again and clarify that this structure is often called first conditional.
if + subject + present simple + subject + will
- Remind the class that the clauses can be reversed, but without a comma.

1. Review Activity

- Distribute Handout: First Conditional to students. Students complete exercise A 'Possibilities in my future' in pairs. Check the answers together as a class.
- Divide the class into Student As and Student Bs. Give a copy of the 'Whats my sentence?' Student A worksheet to each Student A, and a Student B worksheet to each Student B.
- Demonstrate the activity by writing on the board:
If I make a lot of money, ...
- On a piece of paper write the complete sentence, but don't show it to the class, e.g. *If I make a lot of money, I'll buy a big house.*
- Invite the class to guess what the rest of your sentence is. Elicit several possible endings until someone offers the one you have written on the paper.
- Focus on the worksheets and explain that half of each student's sentences have gaps, and their partner has the complete sentences. Students take turns trying to complete the sentences until they have said the exact sentence their partner has. Their partner can help and prompt if necessary.
- Student A begins. Make sure that students say the complete sentence each time, and not just the missing words. Then Student B tries to complete their first sentence.
- Feed back as a class.

2. Contextualized Activity (from 'review' to 'free use')

- Speaking to the class: "We are talking to a friend, and telling them about possible activities in our town." Ask them to call out (or jot down on paper) building and places in their town.

Hand out *Oxford Wordskills* worksheet:

TASK INSTRUCTIONS:

- Ask each pair to do the *Oxford Word Skills* exercises together. Correct them as a class.
- On Handout: First Conditional direct students to Grammar in Action 3. Ask everyone to read it (for a few minutes) and check that students have noted the use of *may/might, should* and the imperative for the result.
- Students complete 'If you visit this city' on Activity Worksheet in pairs. Ask for volunteers for the answers. Check that all the vocabulary is known.
- Make groups of 4 to do the following exercise:
Ask each group to decide on 1) a town/city; 2) what possible activities a visitor might do there; the advice they would give to the visitor.
- Ask the groups to collect their ideas on paper and practise first conditional phrases.
- Decide who will start reading aloud the phrases for the class. Their friends in the group will take it in turns to add a phrase. The rest of the class has to see if they can guess the town/city.

HOMEWORK/EXPANSION

Ask your students to read the rest of the Grammar in Action sections and then complete the OVER TO YOU practice section.

EXTRA HELP

Did your students remember the topic: form and main uses of the first conditional?
(if not, revisit the presentation sections of *Oxford Living Grammar* Pre-intermediate Unit 16)

Do your students need more practise?: Try exercise B on page 2 from the Downloadable Unit for more practice in typical contexts.

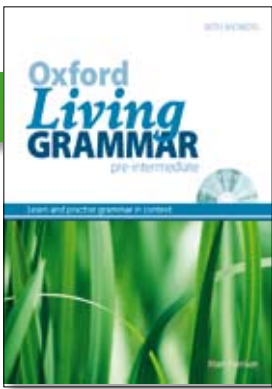
Have you got the right books to develop and extend vocabulary?: use units from *Oxford Word Skills* for 'I can...' confidence.

Activity worksheet: *What's my sentence?***Student A**

- 1 If you run,
- 2 You'll be late for work if you don't get up now.
- 3 If you need any help,
- 4 If Michael starts jogging, he'll get fit.
- 5 We'll have a picnic
- 6 You won't pass the exam if you don't study.
- 7 I won't buy the watch
- 8 If it rains tomorrow, we'll go to the cinema.

**Student B**

- 1 If you run, you'll catch the bus.
- 2 You'll be late for work
- 3 If you need any help, call me.
- 4 If Michael starts jogging,
- 5 We'll have a picnic if it's sunny.
- 6 You won't pass the exam
- 7 I won't buy the watch if it's too expensive.
- 8 If it rains tomorrow,



Handout: *First conditional* Grammar Presentation

16 Conditionals First conditional

1 Some examples of **first conditional** sentences:
I'll phone you later if I have time.
If you leave now, you won't be late.

2 The **first conditional** pattern is:
if + subject + present simple + subject + will
If I pass my exams, I'll go to university.

We use a comma (,) after the 'if' part of the sentence in this pattern.

The *if* clause can come second:
I'll go to university if I pass my exams.

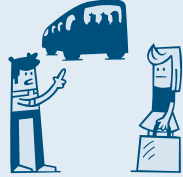
We can use negative verbs in the same patterns:
If I don't pass my exams, I won't go to university.
I won't go to university if I fail my exams.

We can form questions with all these patterns:
What will you do if you don't pass your exams?

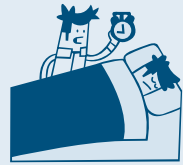
Remember to use the present simple (NOT will/won't) after if in a first conditional sentence:
If I pass ... (NOT if I will pass)
If I don't pass ... (NOT if I won't pass)

TIP

those actions and situations. The 'if' part of the sentence contains a possible action or situation, and the 'will/won't' part of the sentence contains the result:
If you run, you'll catch the bus.



2 We use the **first conditional** when we are talking about possibilities immediately after the present moment:
You'll be late for work if you don't get up now.



We also use the **first conditional** when we are imagining and talking about possibilities a long time in the future. Here, a child imagines life as an adult:
If I make a lot of money, I'll live in a big house.

3 We can use **may/might** for the result, to say that the result is only possible, not certain:
If I post this letter today, it might get there tomorrow.
We can use **should** for the result, to say that the result is probable but not certain:
If I post this letter today, they should get it before the end of the week.

We can use an **imperative** for the result, to give an instruction or advice:
Here's my card – if you need any help, give me a ring.

Grammar in action

1 We use the **first conditional** to talk about possible actions and situations in the future, and the results of

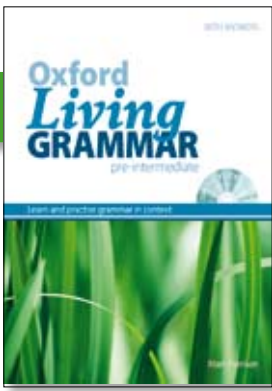
A Possibilities in my future

Complete this email from one friend to another by putting in the correct positive or negative forms of the verbs in brackets. Use the present simple or *will/won't*. Use short forms.

Thanks for your message, it was great to hear your news. I'm very busy at the moment because my exams start next week. If I get⁰ (get) the right grades, I ll start⁰ (start) my university course in September. But if I do¹ (do) well enough in them, I be able to² (be able to) go to that university. So I'm working very hard.

Thanks for inviting me to come and stay with you during the summer. I do³ (do) it if the flights be⁴ (be) too expensive. I'm planning to get a job for a few weeks and I save⁵ (save) enough money to come if I find⁶ (find) one. It be⁷ (be) a pity if we see⁸ (see) each other, so I'll do my best.

Other news? Well, the weather's terrible here at the moment. If it improve⁹ (improve), I think I go¹⁰ (go) mad! I hope you're OK. If you write¹¹ (write) to me again soon, I reply¹² (reply) as quickly as I can.



Activity worksheet: If you visit this city . . .

1. If you visit this city . . .

Match the second halves of the tips from a travel guide (a–i) giving advice to tourists visiting a city with the beginning of each sentence (1–8). Write the letters of the correct sentence endings in the spaces.

- | | | | |
|---|--|---|---|
| 0 | If you book accommodation early,
..... <i>i</i> | a | you might like to climb to the top of
the cathedral tower. |
| 1 | If you get lost in the city, | b | you should be able to get tickets
easily. |
| 2 | If you visit the Central Museum,
..... | c | some of the tourist attractions might
not be open. |
| 3 | If you want to go to the opera,
..... | d | don't panic. |
| 4 | If you go to the market, | e | you shouldn't have to queue at
museums and art galleries. |
| 5 | If you want to avoid the crowds,
..... | f | you might find some good souvenirs. |
| 6 | If you buy a tourist pass, | g | go straight to the third floor. |
| 7 | If you feel energetic one day,
..... | h | don't come at the height of the
tourist season. |
| 8 | If you come here in the winter,
..... | i | you shouldn't have difficulty getting
a good hotel. |



2. Over to you: First conditional

Say or write down three things that you believe are possible in your future, and three things that you think are possible in the future in general, using first conditional sentences. Use negative verbs in some of the sentences.