

All about the First Conditional

Talking about plans and what you will do if plans change using the first conditional

1. Discuss

Discuss the following with a partner.

1. What do you usually do on weekends?
2. What did you do last weekend?
3. What don't you like doing on weekends?
4. Put five weekend activities in order of preference from 1 to 5.

..... do physical activity do chores
..... watch TV visit friends or family
..... read a book have a party
..... sleep study English



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2. Will and Might

A. It's Wednesday. Jim and Joyce are talking about their weekend plans. Read their conversation.

- A Hey Joyce. What plans do you have for the weekend?
- B I will see my son. He's attending university and this weekend he will come home for a couple of days. We will probably go to the movies and have a BBQ if the weather is nice.
- A That sounds great!
- B What about you Jim?
- A I'm not sure. I might paint the bathroom or I might just relax and watch the football game. I don't know yet!

B. Answer the following about the conversation.

1. What plans does Joyce have?
2. What plans does Jim have?
3. Whose plans are more certain?
4. Whose plans are a possibility/uncertain?
5. To talk about things that are uncertain or a possibility, use the word
6. To talk about things that are more certain, use the word
7. Use 'will + ' to make it less certain.

3. Reading

A. It's Friday. Read Jim and Joyce's second conversation.

- A Hi Joyce! So, your son comes back tomorrow, right? Are you excited?
- B Yes! I'm so excited! He's going to arrive tomorrow afternoon and I'm going to pick him up at the airport, although my car is having some problems. I hope it'll be okay.
- A What will you do if your car breaks down?
- B If my car breaks down, I'll probably take the bus.
- A I'll drive you to the airport if you want.
- B Oh, that's fantastic. Thank you.
- A I saw the weather forecast for the weekend. It looks like it'll rain.
- B Yes, I saw that too. I planned to have a BBQ on Sunday.
- A What will you do if it rains?
- B If it rains, we will get Uber Eats to deliver something from our favorite restaurant.
- A That sounds like a great idea!
- B So, what will you do this weekend Jim? Paint the bathroom or watch the football?
- A I'll watch the football. If the Raiders lose, then I'll paint my bathroom.
- B What will you do if the Raiders win?
- A If the Raiders win, I'll go out and celebrate with my friends!
- B That sounds brilliant. I hope they win!
- A Me too!

B. Complete the sentences about Jim and Joyce's plans.

1. If Joyce's car breaks down, she will
2. If Joyce's car breaks down, Jim will
3. If it rains, Joyce will
4. If the Raiders lose, Jim will
5. If the Raiders win, Jim will

4. The First (Real) Conditional

A. Complete the following about using the first conditional.

1. Use the first conditional to talk about a **real / unreal** possibility.

Review the sentences in Part 3B and complete the following with: will, present simple, and infinitive without to.

2. **Sentence** If + _____, + subject + _____ + _____
3. **Question** Question word + _____ + subject + _____ + if + _____

Read the example sentences and answer the questions.

- i. If it rains, Joyce will order Uber Eats. ii. Joyce will order Uber Eats if it rains.

4. Do the sentences have the same or a different meaning?
5. Which sentence contains a comma?

B. Use the prompts to construct conditional sentences.

1. rains, / take a bus. _____
2. hot, / go to the beach. _____
3. have time, / call you. _____
4. wake up late, / be late for work. _____
5. study hard, / pass the exam. _____

5. Conversation

A. On your own, read the conversation and complete the sentences with your own information.

- A What will you do this weekend?
- B If the weather is nice this weekend, I _____
- A What will you do if the weather isn't nice?
- B If the weather isn't nice, I _____

B. Use the model conversation above to ask your partner about the following.

1. summer plans
2. birthday plans
3. next vacation plans

Remember to ask your partner follow-up questions throughout the conversation to find out how their plans might change.

e.g. What will you do if you don't have enough time?

C. Tell the class what you found out about your partner's plans.

All about the First Conditional



Level: Pre-Intermediate: A2+

Updated: Oct 3, 2022

Language: Function: Asking and answering questions. Talking about the future.
Forms: Conditional forms. Future forms. Modal and auxiliary verbs.

Teaching time: 90 minutes.

Overview: Students discuss different plans they have in the future using will and might and will be able to use the first (real) conditional to talk about what they will or might do if those plans change, in a natural way.

1. DISCUSS

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students in open class

2. WILL AND MIGHT

- A. In pairs, students read the first conversation between Jim and Joyce about their weekend plans. Students change roles and practice again.
- B. Individually or in pairs, students complete the questions about the conversation. Students can compare with a partner and discuss any differences or check answers as a class.
- Joyce will see her son. They will probably go to the movies and have a BBQ.
 - Jim doesn't have plans, but he might paint the bathroom or relax and watch the football game.
 - Joyce's plans are more certain.
 - Jim's plans are a possibility/uncertain.
 - To talk about things that are uncertain or a possibility, use the word **might**.
 - To talk about things that are more certain, use the word **will**.
 - Use 'will + **probably**' to make it less certain.

3. READING

- A. In pairs, students read the second conversation between Jim and Joyce. Answer any questions that arise. If time permits, students change roles and practice again.
- B. Individually or in pairs, students complete the sentences with evidence from the conversation. Students can compare with a partner and discuss any differences or check answers as a class.
- If Joyce's car breaks down, she will **probably take the bus**.
 - If Joyce's car breaks down, Jim will **drive her to the airport**.
 - If it rains, Joyce will **get Uber Eats to deliver something**.
 - If the Raiders lose, Jim will **paint his bathroom**.
 - If the Raiders win, Jim will **go out and celebrate**.

4. THE FIRST (REAL) CONDITIONAL

- A. Explain that the first conditional is also referred to as the real conditional. Individually or in pairs, students complete 1-5. Students can compare with a partner and discuss any differences or check answers as a class.

- Use the first conditional to talk about a **real** possibility.
- Students review the conditional sentences in Part 3B and complete the constructions.
If + **present simple** , + subject + **will** + **infinitive**
- Question word + **will** + subject + **infinitive** + if + **present simple**
- The sentences have the same meaning.
- Sentence i. contains a comma.
You might choose to review the two structures with students:
 - if clause + , + main clause
 - Main clause + if clause

- B. Individually, students use the prompts to construct conditional sentences with 'I' and the 'if + main clause'. Students can compare with a partner and discuss any differences or check answers as a class.
- If it rains, I will/might take the bus.
 - If it is hot, I will/might go to the beach.
 - If I have time, I will/might call you.
 - If I wake up late, I will/might be late for work.
 - If I study hard, I will/might pass the exam.

5. CONVERSATION

- A. Individually, students read the conversation and complete the sentences with their own information.
- A What will you do if the weather is nice this weekend?
B If the weather is nice this weekend, I <**student's own answer**>.
- A What will you do if the weather isn't nice?
B If the weather isn't nice, I <**student's own answer**>.
- B. In pairs, students use the model conversation to ask their partner about their future plans. Three ideas are suggested, but encourage students to be creative.
Remind students to ask their partner follow-up questions to find out how their plans might change, e.g. "What will you do if you don't have enough time?"
- C. Individually, students present their partner's future plans to the class and discuss. Who has the most interesting or exciting plans?