

## Introduction to Conditional Sentence Type I

**Description of grammar point:** Conditional sentence type I consists of two parts, the dependent/subordinate *if* clause and the main *will* clause. The dependent *if* clause usually indicates a real or possible situation that can happen in the present or in the future (I may go shopping), and the main *will* clause expresses the result of the condition (I will spend some money). Conditional sentence type I is often called the "real" conditional because it is used for real or possible situations. These situations take place if a certain condition is met.

The problem in using conditional sentence type I comes from the incompatibility of the tenses in dependent and result clauses. In dependent *if* clause, present simple tense is used to express a present or future situation that is going to happen. However, in result clause, simple future, indicated by *will*, is used to express the result of a future situation.

Conditional sentence type I varies in its structure when dependent *if* clause and main/result clause exchange their positions. The sentence can be formed by the use of the present simple in *if* clause followed by a comma and *will* + verb (base form) in the result clause. The result clause can also be put first without using a comma between the clauses. In both conditions, the meaning of the sentence remains the same.

### Lesson Plan:

**1. Teaching Aim:** This lesson aims to help ESL students familiarize with form/use/meaning of conditional sentence type 1 (the real if conditional). The lesson combines the explicit and implicit teaching of grammar and is conducted in a meaning-focused way.

### 2. Background:

Setting: a high school ESL/EFL class  
Class size: 15-20 people  
Level: beginning or low intermediate  
Time: 120 minutes

**3. Teaching Aids:** Multimedia computer & projector

**4. An Inductive Warm Up Activity (20 min):** Please listen to a dialog happened in a travel agency and then answer questions.

A: Good morning.

B: Good morning. May I help you?

A: It's my wedding anniversary next month. I want to surprise my husband with a wonderful vacation plan. Would you recommend some famous places?

B: Of course. Em, if you go to Europe, you'll have a wonderful time for your wedding anniversary. If you go to London, you can go to Buckingham Palace and you might even see the Queen's guards there. If you go to France, you can go to the sidewalk cafe and drink French wine with your husband. And...

A: Well, it's outside the U. S.

B: Oh. You want to stay in the U. S. If you go to California, you might go to Yosemite National Park or Disneyland.

A: Yosemite National Park? What will I see if I go to Yosemite Park?

B: If you go to Yosemite Park, you'll see giant trees, mountains, bears ....

A: But, I don't like bears.

B: If you go to Disneyland, you won't see any bears. You'll see Mickey Mouse. Isn't that interesting? Well, if you have children...

A: Well, it's interesting, but.... B: O.K. What do you like to do in your free time?

A: Well, I like skiing.

B: If you like skiing, you can go to Colorado.

A: But my husband doesn't like skiing.

B: If your husband doesn't like skiing, probably he won't like to go there. What does he like?

A: He likes fishing.

B: Oh, you can still enjoy fishing at many beautiful lakes if you go to Colorado.

A: But I don't like fishing. And if it rains, we can't go fishing.

B: Then, how about Hawaii? Hawaii is really great. If you go to Hawaii, you can go to Waikiki Beach, you can take a romantic cruise for two, you can see beautiful sunset at the beach, you can see palm trees, beautiful flowers, and pretty girls wearing leis.

A: It's gorgeous. But we went there on our honeymoon just after we got married.

B: Well, this is your wedding anniversary. You can relive your romantic honeymoon if you go there again.

A: Oh, that sounds good. I just love hula dances, and we can go surfing. We'll go to Hawaii.

**a) Comprehension questions:**

1. If you go to London, what place will you go to?
2. If you go to California, what famous places will you visit?
3. If you go to Disneyland, what will you see?
4. If you go to Hawaii, which place will you go to?

**b) Group discussion: Read the following sentences chosen from the dialog, try to generalize the basic structure of Conditional Sentences type 1.**

If you go to Europe, you'll have a wonderful time for your wedding anniversary.

If you go to Yosemite Park, you'll see giant trees, mountains, bears ....

If you go to Disneyland, you won't see any bears. You'll see Mickey Mouse.

**5. Introduction to Conditional Sentence Type 1 (10 min)**

Conditional Sentence Type I expresses real or possible situations that can happen in the present or in the future. They are also called real conditional sentences because the expected result in the main clause depends on the real or possible condition in the dependent if clause.

The real or possible condition is expressed with *if* and the simple present, even when the situation refers to the future. The expected result is expressed with *will* or *be going to*: If Joe calls me tonight, I'll tell him my plans.

**PART I: FORM**

**A: Two Basic Structures**

<b>IF</b>	<b>Condition (present simple)</b>	<b>Result (WILL + base verb)</b>
<i>If</i>	<i>I see Mary,</i>	<i>I will tell her.</i>
<i>If</i>	<i>Tara is free tomorrow,</i>	<i>he will invite her.</i>
<i>If</i>	<i>they do not pass their exam,</i>	<i>their teacher will be sad.</i>
<b>Result (WILL + base verb)</b>	<b>IF</b>	<b>Condition (present simple)</b>
<i>I will tell Mary</i>	<i>if</i>	<i>I see her.</i>
<i>He will invite Tara</i>	<i>if</i>	<i>she is free tomorrow.</i>
<i>Their teacher will be sad</i>	<i>if</i>	<i>they do not pass their exam.</i>

**Explanation:** In both structures, the meaning of Conditional Sentence Type 1 remains the same.

**Punctuation:** a coma follows when if dependent/subordinate clause is put in front. But when result clause is put in front, a coma is not needed.

**Drill 1: Getting familiar with the structure of Conditional Sentence Type I (10 min)**

a). Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

If you (send)\_\_\_\_\_ this letter now, she (receive)\_\_\_\_\_ it tomorrow.  
 If I (do)\_\_\_\_\_ this test, I (improve)\_\_\_\_\_ my English.  
 If I (find)\_\_\_\_\_ your ring, I (give)\_\_\_\_\_ it back to you.  
 Peggy (go)\_\_\_\_\_ shopping if she (have)\_\_\_\_\_ time in the afternoon.  
 Simon (go)\_\_\_\_\_ to London next week if he (get)\_\_\_\_\_ a cheap flight.

b). Group work and discussion: Write five *if* dependent/subordinate clauses. Be imaginative when creating them and make them as funny or interesting as you wish. Then exchange the clauses with another group and write result/main clauses for them. Finally, read the complete sentences aloud to the class.

Example: Step 1: If it rains, .....

Step 2: [After exchange, complete the whole sentence]

If it rains, dying crops will be saved.

\_\_\_\_\_  
 \_\_\_\_\_

**Explanation:** Exercise a) is a traditional drill used in grammar teaching to have students familiarize with the form of target grammar point. Exercise b) strengthens students' understanding of form and helps them use the structure in a communicative and interactive setting.

**B: Negation of Conditional Sentence Type 1 (10 min)**

A	Affirmative Condition	Negative Result
	<i>If it rains,</i>	<i>We will postpone our sports meeting</i>
B	Negative Condition	Affirmative Result
	<i>If it doesn't rain,</i>	<i>We will go fishing.</i>
C	Negative Condition	Negative Result
	<i>If he doesn't like skiing,</i>	<i>He won't go to Colorado.</i>

**Drill 2: Getting familiar with negation**

a) Sentence Completion and Transformation: Complete the sentence first and then change it from affirmation to negation

Example : If the movie is interesting, .....

→ If the movie is interesting, I'll go and see it.

→ If the movie *isn't* interesting, I *won't* go and see it.

1. If it is sunny tomorrow, .....
2. If the admission is free for everyone, .....
3. If he arrives on time, .....
4. If my sister eat up all the cakes, .....
5. I will call you if .....
6. My family will go to the zoo if .....
7. He will find a job if .....
8. I will lend you my textbook if .....

b) Work in small group, using *if* conditional negation to give warnings.

[Situation]: Your neighbors are a group of young college students and they like parties. You don't mind the noise between 8:00 pm to 12:00 pm, but it's now 2:30 am! You have already talked politely with them several times and asked them to end parties before midnight, but they didn't listen. Now you're totally mad. You have to get up to work tomorrow at 7:00 am.

Example: If the music doesn't stop immediately, I will call the police.

## **PART II: MEANING AND USE - *Situations where Conditional Sentence Type 1 is used***

Conditional Sentence Type I is frequently used to give warnings, to offer advice, to make promise and to state advantages or disadvantages. (See the following chart)

<b>Warning</b>	If you smoke, you'll damage your lungs.
<b>Advice</b>	If you take this medicine , you'll feel better soon.
<b>Promise</b>	If I win the election, I won't raise taxes
<b>Advantages/Disadvantages</b>	If you buy a small car, you will get better gas mileage/ you will have little room.

### **Drill 3: Giving warnings (15 min)**

Read the following situations where the speaker is annoyed and is going to warn the listener. Make up appropriate warnings and threats for each situation using *if* conditional sentences.

1. You and your friends are in a restaurant for lunch. The restaurant isn't busy, but you have been waiting 40 minutes for your sandwich. You and your friends are very hungry and you have to go back to work soon. You've already asked the waiter twice about your order.
2. Some students are constantly chatting in your class and pay no heed to your warning.
3. You little son always forgets to take off his muddy shoes when entering the room in rainy days.

### **Drill 4: Giving Advice (10 min)**

a). Read these statements of advice and rewrite them as *if* conditional sentences with *if* clauses in the simple present and result clauses with *will*. Notice that the meaning is the same.

1. Take my advice and your troubles will be over.

\_\_\_\_\_

2. Go to sleep early and you'll feel better in the morning.

\_\_\_\_\_

3. Pick the baby and he'll stop crying.

\_\_\_\_\_

4. Read for a while and you'll fall asleep easily.

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b). Work individually or collaboratively, create a brief guide for the following topics

1. A course selection guide for coming new students as to which courses are worth taking and which are not
2. Advice on what to eat in your home country
3. A guide on how to use several different uploading softwares to upload file to a FTP server.
4. Any guide or advice you could come up with yourself

**Drill 5: Making Promises (10 min)**

Imagine you are a candidate running for the president of the university you are attending. In your campaign speeches, you often make promises. Give promises using the words in parentheses and then announce them to the class.

Examples: (cutting classes and reduce work load)

If I am elected president of XXX University, I will cut classes and reduce work load.

1. (raise more funds for students' welfare )
2. (improve dining on campus/ less price/ high quality)
3. (create more student employment opportunities)
4. (update school facilities)
5. (encourage student to set up their own organizations)
- 6-10.(create your own promises)

**Drill 6: Stating Advantages and Disadvantages (15 min)**

Work with a partner. Imagine you want to move. You are trying to decide between two apartments. One is the first floor of a house on S 5<sup>th</sup> Street; the other is on the third floor of a large apartment building on Stanton Avenue. Take turns making up *if* conditional sentences that describe the advantages and disadvantages of each location

*S 5<sup>th</sup> Street – 1<sup>st</sup> floor of a house*

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Location</b>	On a quiet street Close to groceries Close to bus stop	Far from shopping malls Far from campus Only one bus route nearby
<b>Rent/Utilities</b>	Lower rent	Higher utilities
<b>Inside Space</b>	Two floors Big closets Large living room	Dark kitchen Small bedrooms Worn carpeting Old furniture
<b>Outside Space</b>	A beautiful park nearby	A lawn to mow

*Stanton Avenue - 3<sup>rd</sup> floor of an apartment building*

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	<b>Advantages</b>	<b>Disadvantages</b>
<b>Location</b>	Close to a campus book store Close to shopping mall and gas station Close to campus	On a busy, noisy avenue Poor parking Far from food stores
<b>Rent/Utilities</b>	Lower utilities	Higher rent
<b>Inside Space</b>	Big bedroom Big refrigerator Big kitchen	Small living room Little closet space Few furniture Poor internet connection
<b>Outside Space</b>	A large balcony	Few lawns and trees nearby

**Drill 7: Culminating Activity (20 min)**

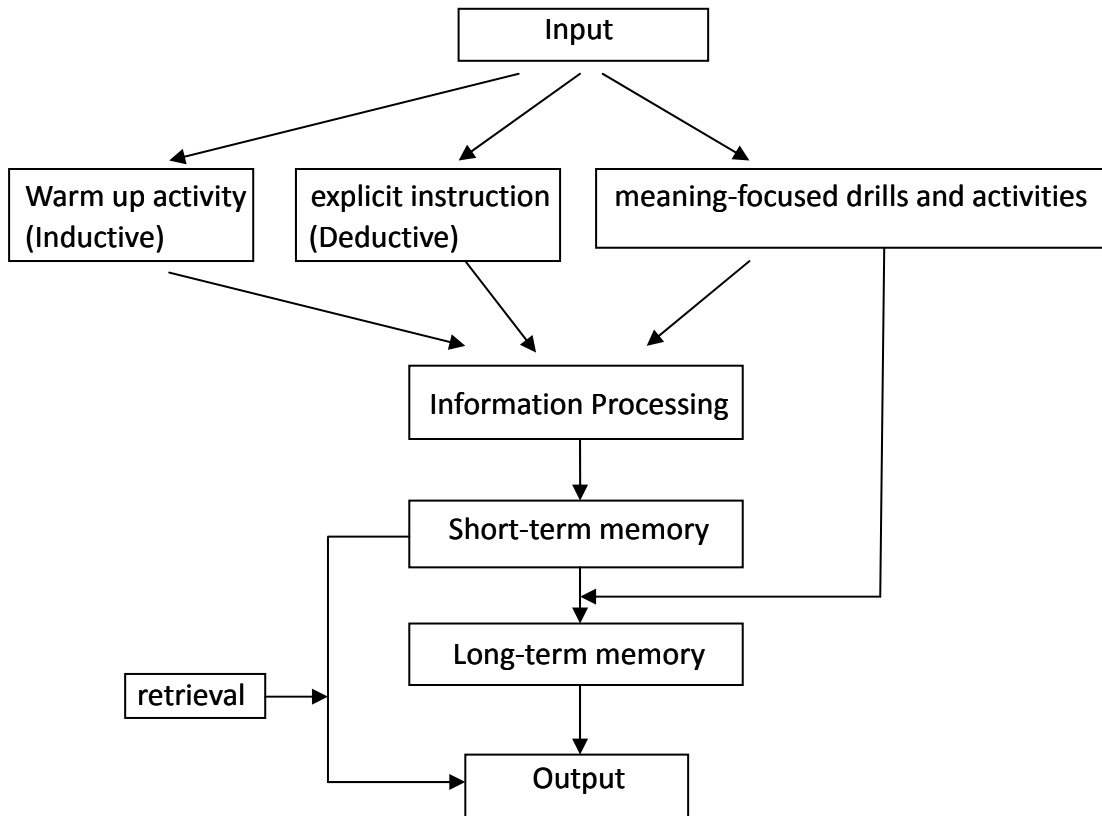
Divide students into groups that include different cultural backgrounds, ask them to list rules/customs that applied to the following settings in their own country using conditional sentences, then, go on to discuss about some similarities and differences of the listed rules/customs.

Mealtime etiquette Dating Punctuality Going out with friends at night Watching television or playing PC games Making long distance phones calls Staying at friends' houses Cafeteria and cinema rules
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**6. Conclusion: A brief analysis of form/meaning/use paradigm in the plan**

This lesson plan basically consists of two parts, Part I focuses on the form of target grammar point, where explicit teaching method is applied and students are exposed to basic structures, variations, and negations of target grammar point to form a general idea of it. Some drills are followed to strengthen students' short-memory of the grammar point. In Part II, meaning-focused teaching method is used to help students use target grammar in various contexts for different purposes and students' output of target grammar is encouraged via group discussion, pair work and dialog in the drills. All the drills in this part are designed to help students understand the right situation where the target grammar can be used and applied.

**7. A Brief Cognitive Chart of Lesson Plan**



**Assessment Part: Quiz**

***I. Make sentences that can be applied to the following settings.***

Giving a warning: \_\_\_\_\_

Giving advice: \_\_\_\_\_

Making promises: \_\_\_\_\_

Stating advantages/disadvantages: \_\_\_\_\_

\_\_\_\_\_

***II. Finding errors: Most of the sentences have an error in form, meaning, or use. Find each error and correct it.***

1. When he'll get a letter, he'll be happy.
2. If I will press the button, the machine will start.
3. If Caroline and Sue prepare the salad, Phil decorates the house.
4. Jane will hover the sitting room if Aaron and Tim will move the furniture.
5. If you don't pay your taxes, you get into trouble.
6. If you don't take a car, you are not able to get there on time.

***III. Fill in the blanks with correct form of verbs in parentheses, use negation if***

**necessary.**

1. If you don't drive your business you (be)\_\_\_\_\_driven out of business.
2. We \_\_\_\_\_ (to swim) if the weather \_\_\_\_\_ (to be) bad.
3. If he \_\_\_\_\_ (to have) a temperature, he \_\_\_\_\_ (to see) the doctor.
4. I \_\_\_\_\_ (to be) very happy if my friends \_\_\_\_\_ (to come).
5. If I \_\_\_\_\_ (to earn) a lot of money, I \_\_\_\_\_ (to fly) to New York.
6. If we \_\_\_\_\_ (to come) home in time, we \_\_\_\_\_ (to miss) the film.
7. The teacher \_\_\_\_\_ (to be) happy if I \_\_\_\_\_ (to forget) my homework again.
8. If our class \_\_\_\_\_ (to go) to England, I \_\_\_\_\_ (to visit) the Tower of London.

**IV. Complete the sentences logically and grammatically**

1. If you \_\_\_\_\_, the car will move.
2. If \_\_\_\_\_, I'll go to the football game.
3. If the teacher cancels class tomorrow, \_\_\_\_\_.
4. If \_\_\_\_\_, you will spend a lot of money.
5. If the computer restarts again, \_\_\_\_\_.
6. If \_\_\_\_\_, you'll slip.
7. If \_\_\_\_\_, you'll get arrested.
8. If \_\_\_\_\_, you won't miss it.

**V. Rewrite following sentences using IF clause.**

1. Take garbage out of the room and it will be tidy.
2. Don't yell at her and she won't yell back.
3. Go to an English party and you will have fun.
4. Come to visit me and you will have delicious food.
5. Don't stay up late and you won't be able to get up in the morning.

**Homework**

**A. Review of Conditional Sentences Type 1**

**a) Form**

<b><u>if Clause</u></b>	<b><u>Expected Result</u></b>
If you help me,	I'll help you.
If you don't help me,	I won't help you.
If you can't pass tests,	I won't hire you.
If you smoke a lot,	you will get sick.
<b>Or,</b>	
<b><u>Expected Result</u></b>	<b><u>if Clause</u></b>
I'll help you	if you help me.
I won't help you	if you don't help me.
I won't hire you	if you can't pass tests.

You will get sick if you smoke a lot.

### b) Meaning & Use

If conditional sentences type 1 are also called real if sentences, which describe possible present or future conditions and their expected future results. They are frequently used in the following settings.

*Warnings: If you smoke, you'll damage your lungs.*

*Advice: If you drink hot tea with honey, you'll feel better.*

*Promises: If I win the election, I won't raise taxes.*

*Advantages: If you move to that apartment, you'll have a garage.*

*Disadvantages: If you move to that house, you'll have higher utility bills.*

### B. Consolidation drills

*I. Fill in the blanks with the correct form of the verb in the parentheses.*

Example: If it rains, I will stay (stay) home.

1. If you \_\_\_\_\_ (go) to Europe, you \_\_\_\_\_ (have) fun.
2. He \_\_\_\_\_ (see) the Queen's guards if he \_\_\_\_\_ (go) to Buckingham Palace.
3. We \_\_\_\_\_ (not go) on a picnic if it rains.
4. If she \_\_\_\_\_ (not like) spicy food, she \_\_\_\_\_ (not cook) chili.

*II. Change the following sentences to negative conditions and results.*

Example: If Susan likes skiing, she'll go to Colorado.

1. If you eat vegetables, you'll have a balanced diet.  
\_\_\_\_\_
2. If John visits England, he'll visit London.  
\_\_\_\_\_
3. If it's sunny, I'll wear my sunglasses.  
\_\_\_\_\_
4. If Jack likes dancing, he'll go to the dance party this evening.  
\_\_\_\_\_

*III. Complete the following sentences with an appropriate result or if-clause.*

Examples:

If my friends come to my house, \_\_\_\_\_.

I can go shopping to Market Place \_\_\_\_\_.

1. If I have time, \_\_\_\_\_.
2. I might miss my classmates and my teachers \_\_\_\_\_.
3. I'll go to my country \_\_\_\_\_.
4. I'll make delicious food \_\_\_\_\_.

*IV. Talk with your partner and then write a short paragraph describing what you will*

*see or do if you visit your partner's hometown/country. Use if-clauses and result clauses in your paragraph. Example:*

If I go to Beijing, China, I will see one of the seven wonders in the world, The Great Wall. I will have a chance to climb and walk along the wall if I like. I will also enjoy various typical Beijing snacks if I go to Wang Fujin Street.

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