

## UNIT 5: THE RIGHT ONE FOR THE JOB

### LESSON 2: AFTER I GRADUATE, I WILL...

#### Lesson aims

- Talk about life decisions
- Make future predictions based on conditions
- Understand people expressing their hopes and expectations
- Use turn taking language in conversations

#### Lead-in

1. Read the text about Cata's life choices. Work with a partner and discuss what she should or shouldn't do.



Cata is feeling a little anxious. She has just graduated from university with a degree in math pedagogy, but she's not sure she really wants to be a teacher. She's also really interested in having her own business like a café, for instance. Her boyfriend has also just proposed marriage. So many decisions to make...

Try using these expressions as you interact:

#### INTERACTIVE TURN TAKING LANGUAGE

<b>To promote interaction</b>	What do you think? Do you agree?
<b>To interrupt politely</b>	Can I interrupt? Sorry, can I say something?
<b>To express agreement</b>	I think so too. You are so right. That's a good point. I totally agree with you.
<b>To express disagreement</b>	I really don't think so. I disagree.
<b>To express partial agreement + disagreement</b>	I see your point, but... Although I agree in part, I think...

**Grammar: The first conditional**

If you work hard, you will have good test results.

1. Complete the explanation of the first conditional use with these words:

RESULT	EXPRESS	PROBABLE
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The first conditional is used to ..... a likely ..... of a ..... condition.

2. Which of the following statements are uses of the first conditional? Mark with a check.

- a) Talking about future situations and their likely results. ....
- b) Talking about past experiences. ....
- c) Making promises, warnings, or threats. ....
- d) Expressing fantastical ideas about imaginary situations. ....

3. Which letter above is exemplified by each of the following sentences?

- If we finish this project before 5 o'clock, we'll get some pizza. ....
- If you add too much bleach, you'll ruin the colors of the clothes. ....
- We won't be ready with the presentation if we don't prepare. ....
- They will cut the funding if we don't show results soon. ....

**CONSTRUCTION OF THE FIRST CONDITIONAL**

IF-CLAUSE	MAIN CLAUSE
<b>If + subject + present simple verb</b>	<b>Subject + will (not) + base verb</b>
<i>If it rains, I will stay home.</i>	<i>(OR) I will stay home if it rains.</i>
<i>If you finish your homework, you will have time to play video games.</i>	<i>(OR) You will have time to play video games, if you finish your homework.</i>
<i>If she doesn't study, she'll fail.</i>	<i>(OR) She'll fail if she doesn't study.</i>
<i>If you don't eat now, you'll get hungry later.</i>	<i>(OR) You'll get hungry later if you don't eat now.</i>

4. Identify the if-clause and the main clause in the examples above.

5. *Speaking. Are the following statements true for you? If they aren't, change them so that they are true for you.*

*Then compare with a partner, using the interactive turn taking language from the Lead-in.*



**GRAMMAR  
SUPPLEMENT:  
THE FIRST CONDITIONAL**

- a) I will get really hungry if I don't eat before 10 am.
- b) I'll go to the mall if my classes are cancelled this afternoon.
- c) If my future job is connected to my studies, I'll be very happy.
- d) If I'm invited to a party this Friday night, I'll go to it.
- e) If a stranger starts talking to me on the bus or the metro, I'll happily have that conversation.

6. *Work with a partner. Create the part of the sentence that is missing (the if-clause or the main clause).*

- a) If I get a job at a donut shop this summer...

- b) If the Internet is down...

- c) I'll start chatting on my phone...

- d) Everyone will be very surprised...

- e) If they give away free sandwiches at the food truck...

**LANGUAGE NOTE**

You can use some other **connectors** besides **IF** in the if-clause:

<b>WHEN</b>	<b>AFTER</b>	<b>BEFORE</b>
<b>AS SOON AS</b>		<b>UNTIL</b>

- I'll say "hi" when I see him.
- I'll go home after I leave.
- He won't serve dinner before we arrive.
- He'll serve dinner as soon as we arrive.
- We'll work on the project until it is finished.

7. *Cata (from the Lead-in) is talking to her best friend Anita about her decisions. What do you think about her ideas? Speak with your partner, using the interactive turn taking language.*

- a) I'm not going to marry my boyfriend before I travel a bit and see some of the world.
- b) I won't become a math teacher until I consider other work options.
- c) After I get a loan from a bank, I'll open a cat café.
- d) As soon as I'm a teacher, I'll think about buying a house.

8. *Complete these sentences so that they are true for you. Compare with a partner. Are your sentences similar or distinct?*

- a) I'm going to buy a ..... as soon as.....
- b) I'll be able to relax when .....
- c) I'll continue with English until .....
- d) I'll probably get a job after.....

**Listening**

1. *Before listening. What do you know about these three professions? Share your ideas about them with a partner:*

**WRITER      ARCHITECT      DENTIST**

2. *With which of the three professions do you associate these phrases? Share your ideas with a partner. Do you have different ideas?*

- a) If you design a home for people, their needs will be satisfied. ....
- b) If you create a story, you will open the reader's mind. ....
- c) Before people visit this person, they will probably feel a lot of anxiety. ....

3. *Listen to three people talk about their career plans, hopes, and ambitions. Listen and decide which question corresponds to Emilio, Elmer, or Romina.*

	<b>Emilio</b>	<b>Elmer</b>	<b>Romina</b>
a) Why doesn't this person want to work for a typical architecture firm?			
b) What does this person say about his/her classmates?			
c) How long has this person loved fantasy?			
d) When will this person start writing many books?			
e) Why does this person want to work with implants?			
f) What kind of homes does this person want to design?			

4. *Now listen again and answer the questions:*

a) Why doesn't this person want to work for a typical architecture firm?

.....

b) What does this person say about his/her classmates?

.....

c) How long has this person loved fantasy?

.....

d) When will this person start writing many books?

.....

e) Why does this person want to work with implants?

.....

f) What kind of homes does this person want to design?

.....

**Final Lesson Task: Two Truths and a Lie**

*We will play this game as a class. How to prepare:*

1. **Write three sentences.** Two sentences should be **true** and one sentence should be a **lie**. All the sentences should be **first conditional** sentences. Make sure to use IF, WHEN, and AS SOON AS in the sentences.
2. *Read your three sentences to the class. Your classmates have to guess which sentences are true and which sentence is a lie.*

Sentence 1:

.....

Sentence 2:

.....

Sentence 3:

.....

### Exit Ticket

Can you do these things?

<input type="checkbox"/>	I can talk about life decisions.
<input type="checkbox"/>	I can make future predictions based on conditions.
<input type="checkbox"/>	I can understand people expressing their hopes and expectations.
<input type="checkbox"/>	I can use turn taking language in conversations.

### My Top 5 Words from this lesson:

1	
2	
3	
4	
5	

### Homework: Self-study

[90 minutes per week]

1. **Grammar Supplement:** The First Conditional
2. **Online practice:** First Conditional  
[https://elt.oup.com/student/grammarfriends/level05/tests/test7?srsId=AfmBOoqnXHxt9zoQVLN5PbBdeaKMRLIhm1VgNxmKw\\_G6zpXesYNviHwC&cc=cl&selLanguage=es](https://elt.oup.com/student/grammarfriends/level05/tests/test7?srsId=AfmBOoqnXHxt9zoQVLN5PbBdeaKMRLIhm1VgNxmKw_G6zpXesYNviHwC&cc=cl&selLanguage=es)
3. **Online practice:** First conditional and future time clauses  
<https://test-english.com/grammar-points/b1/first-conditional-future-time-clauses/>