

CHAPTER 17

Adverb Clauses

CHAPTER SUMMARY

OBJECTIVE: Learning to use adverb clauses correctly and readily allows for increasingly sophisticated expression. The objective here is to help students become comfortable and confident when using adverb clauses so that students can easily communicate complex information and show relationships between ideas.

APPROACH: This chapter focuses on the common functions of adverb clauses. By reminding your students that adverb clauses do exactly what adverbs do (supply information about why, how, when, where, etc. an action took place), you can help students understand the function of these clauses. Adverb clauses are used to express relationships of 1) time, 2) cause and effect, 3) contrast, and 4) conditions. (Please note that contrary-to-fact conditionals are covered in Chapter 20.)

TERMINOLOGY: As explained in the footnote to Chart 17-1, in this text, “subordinating conjunctions” (e.g., *when*, *because*, etc.) are called “words that introduce adverb clauses.” Coordinating and correlative conjunctions (Chapter 16) link equal, parallel elements; subordinating conjunctions link a dependent structure to an independent one.

PRETEST. What do I already know? Page 370.
Time: 10 minutes

Compared to acquiring parallel structure as presented in the previous chapter, recognizing and using adverb clauses should be a bit easier for most students.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices when correcting as a class.

Optional Vocabulary

inherited

only child

► **EXERCISE 1.** Warm-up. Page 370.
Time: 10 minutes

In order to remind students what adverb clauses do, put the following question words on the board:

where

why

when

how

- Have students read through the warm-up items and decide which question word is most appropriately answered by these question words.
- Ask students to comment on the placement of the adverb clauses in relationship to the comma included.
- Help students articulate the rule observed in this warm-up: *If the adverb clause comes first, a comma is needed.*
- You can point out to students that this rule of adverb clauses, as written above, is in itself an example of this punctuation placement.

CHART 17-1. Introduction. Page 371.
Time: 10–15 minutes

Because students were introduced to adverb clauses both in earlier chapters of this text, and very early on during the presentation of past tenses when they first began studying English, students should not find this chapter particularly difficult. By relying on what students already know and reminding them of this repeatedly, you can help students become more comfortable with using adverb clauses.

Chart 17-1 expands on students' knowledge of adverb clauses by defining the term “adverb clause,” describing its form, and focusing on some of its features in written English, such as punctuation and sentence completeness. You might note for students that the comma usually reflects a pause in speaking.

The use of a comma in a sentence begun by an adverb clause is less common in British English than in American English. And even in American English, the comma may be omitted at times. This text focuses on providing a pattern that students can use as a guideline in their own production—without getting into too many refinements too soon.

Students have learned about two other kinds of dependent clauses: adjective clauses (Chapter 13) and noun clauses (Chapter 12). Review the characteristics of dependent clauses; they must contain a subject and a verb but cannot stand alone as sentences.

Incomplete sentences consisting of a single adverb clause are a very common problem in student writing.

INCORRECT: *He went to bed. Because he was sleepy.*

However, such incomplete sentences are common in conversation in response to a *why*-question. For example:

A: *Why did he go to bed?*

B: *Because he was sleepy.*

- Write the chapter title on the board.
- Ask students what the characteristics of a dependent clause are, and write these on the board as a reminder.

Dependent Clause

must contain a subject + verb

cannot stand alone as a sentence

- Remind students that they already use simple adverb clauses of time with the simple past and past progressive and with *when* and *while*.
- Ask students to give you an example sentence using *when*, and write it on the board. Then change the adverb clause placement.
The test had already started when Juana arrived for class.
When Juana arrived for class, the test had already started.
- For both sentences, ask students to go to the board to underline the adverb clause.

The test had already started when Juana arrived for class.

When Juana arrived for class, the test had already started.

- Explain that adverb clauses have four main functions. List the functions on the board as column headings.
Time Cause and Effect Contrast Condition
- Then ask students to add words to each function without looking at their texts. If students have difficulty starting, you may want to provide one word for each function.
- Students are likely to be familiar with many words used to introduce adverb clauses, so have them try to exhaust their existing knowledge. After students have supplied a number of words for each category, add the following title above the list:

Words Used to Introduce Adverb Clauses

Time Cause and Effect Contrast

Condition

when because although

if

- Explain that words in the list they created come at the beginning of an adverb clause.
- Ask students to open their texts and compare the words on the board with the ones in Chart 17-1.
- Review the chart by having students read items (a)–(f) aloud along with the explanatory notes.

► **EXERCISE 2.** Looking at grammar.
Page 371. Time: 10 minutes

- Give students time to checkmark the correct sentences on their own.

- Correct the sentences by having students read the items aloud and supplying corrections for those items that are incomplete.

► **EXERCISE 3.** Looking at grammar.
Page 372. Time: 10 minutes

- Give students time to add punctuation, change capitalization, and correct these items without adding any words.
- Correct as a class, writing any challenging items on the board.

Optional Vocabulary

blizzard

stranded

► **EXERCISE 4.** Looking at grammar.
Page 372. Time: 10–15 minutes

- Have students work in pairs.
- Read the direction line to students and then circulate among pairs.
- Correct by having pairs write out the paragraphs, correctly punctuated, on the board.
- Remaining students check the corrections.

Optional Vocabulary

paralyzed

service dog

competed

avoid obstacles

tournaments

hard of hearing

► **EXERCISE 5.** Warm-up. Page 372.
Time: 10 minutes

- Have a student read the direction line and example item aloud.
- Give students time to complete the other items on their own.
- Have four students go to the board to write one corrected sentence each.
- Remind students that they have been using adverb clauses to show time practically since they began learning English.
- Finish correcting as a class.

Optional Vocabulary

catch (the meaning of)

encourages

translate

figure out the meaning

CHART 17-2. Using Adverb Clauses to Show Time Relationships. Page 373.
Time: 15–20 minutes

- Write the chart title on the board.
- Ask students to come up with an all-purpose main clause that can be used with a variety of dependent time clauses. Write the clause on the board. (It helps to make this clause humorous and somewhat of an in-joke for your class, as they will have more fun working with it. For example, the whole class knows that Yukiko loves to shop and always talks about going shopping. Yukiko freely admits to being something of

a shopaholic. An appropriate main clause could be based on this fact.)

Yukiko goes shopping.

- Elicit time words and phrases from the class and write these on the board. For example:

<i>after</i>	<i>when</i>
<i>as soon as</i>	<i>whenever</i>
<i>before</i>	<i>while</i>

- Now ask students to come up with dependent time clauses (adverb clauses) to follow each time word or phrase. For example:

After ...

After the sun rises

- Next, add the main clause to the time (adverb) clauses that students have generated.
- Continue using the same main clause, but change the tense. Exaggerating and repeating the theme can both make this presentation more fun for students and also help them manipulate the adverb clauses easily. For example:

After the sun rose, Yukiko went shopping.

As soon as she wakes up, Yukiko goes shopping.

Before the sun sets, Yukiko will go shopping.

When she woke up, Yukiko went shopping.

Whenever she is awake, Yukiko goes shopping.

While she is not sleeping, Yukiko goes shopping.

- Continue until you have introduced and used all the time words and example sentences (a)–(z).
- Go back and review the explanatory notes included with each time word or phrase.
- Tell students that the best way to use this chart is as a reference tool.

► EXERCISE 6. Looking at grammar.

Page 374. Time: 10 minutes

- Give students time to work through the exercise individually.
- Have students take turns reading their completions aloud.
- When there is any question about which part of the sentence is the adverb clause, write the sentences on the board and have students come up and put brackets around the adverb clause.

Optional Vocabulary

chores	password
protect	identity theft

► EXERCISE 7. Looking at grammar.

Page 374. Time: 10 minutes

- Help students focus on the context of the sentences by asking the following discussion questions:

Do you like to fly? Why or why not?

What is your favorite part of flying? Is it when the plane is soaring in the sky, taking off, or coming in for the landing?

Do you know anyone who is afraid to fly? What does he/she do when he/she needs to fly somewhere?

When you get on a plane, do you talk to the person next to you or not?

Have you ever had a scary or uncomfortable flight? Describe it using time clauses.

- Write students' responses on the board, and whenever possible, encourage them to use adverb clauses of time. For example:

I like to fly, and my favorite part is when the plane is taking off.

My sister-in-law is afraid to fly. When she has to fly, she takes anti-anxiety medication.

I once took a flight to Asia, and there was a lot of turbulence before we landed. I was very frightened until we were safe on the ground.

- Have students combine the sentences while working on their own.
- Ask students to read their combined sentences aloud, specifying where commas should be placed.

Optional Vocabulary

baggage	earplugs
take off	passenger-loading zone
fasten	stretch
hit turbulence	

► EXERCISE 8. Looking at grammar.

Page 375. Time: 10 minutes

- Have students begin reading each item aloud in turn without first preparing on their own.
- As students choose the correct completion, ask them to explain their responses.
- When students don't immediately select the correct completion, write the example on the board.
- Using these adverb clauses correctly requires a strong understanding of the tense system. Invite all students to participate in explanations.

Optional Vocabulary

lottery	won his heart
homesick	humid

► EXERCISE 9. Looking at grammar.

Page 376. Time: 10 minutes

- Before completing the exercise as a class, ask students to articulate (without looking at Chart 17-2) the differences among the time words and phrases included as items 1–6.
- Have students independently take time to make sentences using the time phrases to introduce adverb clauses.
- Ask students to read their sentences aloud and discuss the sequence of events.

Optional Vocabulary

frustration

► **EXERCISE 10.** Let's talk. Page 376.

Time: 10 minutes

- Put students in pairs or small groups.
- Encourage students to complete each adverb clause prompt with a main clause that is true for their life at present.

Expansion

Before class, prepare a set of index cards with well-known daily tasks written on them. Put students in either pairs or small groups. Beneath each task on the index card, write a series of time words and phrases that can be used to introduce adverb clauses used in a sequence of actions. It can be most challenging to have each task (and pair or group) use the same time words / phrases to introduce adverb clauses in the same order. In groups or pairs, students should describe the sequence of events in the ordinary task they have been given. The more mundane the tasks you choose, the better, as the tasks themselves give students an opportunity to compare how things are done in their country, city, or family with how those same tasks are done in other settings. Finally, have each pair or group share the steps of the task they are describing with the class as a whole.

Possible index cards:

setting the table for a dinner party	cleaning the bathroom
after	after
as soon as	as soon as
before	before
once	once
when	when
booking airline tickets online	planning a surprise party
after	after
as soon as	as soon as
before	before
once	once
when	when
putting in contact lenses	doing a load of laundry
after	after
as soon as	as soon as
before	before
once	once
when	when
packing for a beach vacation	
after	
as soon as	
before	
once	
when	

Sample student-generated sentences to describe *setting a table for a dinner party*:

After you have decided what time you will eat, clear the table of any unnecessary items.

As soon as you have cleared any unnecessary items, wipe the table and decide whether you will put a cloth on the table or use placemats.

Once you have placed either the tablecloth or placemats on the table, take out the silverware or cutlery you will use. Before you put the silverware on the table, make sure it is clean and that there are no water spots on the knives and forks.

When you have finished putting the knives, forks, napkins, and glasses on the table, bring out the plates and place each plate between the fork and knife at each setting.

What are we describing? Setting a table for a dinner party!

► **EXERCISE 11.** Reading, grammar, and writing. Page 377. Time: 15–20 minutes

Part I

- Before beginning this exercise, write the phrase *Cultural Misunderstandings* on the board.
- Ask students to explain their understanding of the phrase in their own words, and write any synonyms or related vocabulary they produce on the board. You can also ask students to describe how the following words fit in with this topic:

<i>accent</i>	<i>embarrassing</i>
<i>bias</i>	<i>miscommunication</i>
<i>cross-cultural</i>	<i>stereotype</i>
- Ask students to tell you any stories or experiences they have had that relate to this topic, and try to get as many students sharing anecdotes as you can before turning to the exercise itself.
- Have students take turns reading the paragraphs aloud.
- Ask students to restate sentences or paraphrase using their own words.
- Asks students to take turns responding to items 1–5.
- Review vocabulary as needed.

Part II

- Give students time to write a brief paragraph about a cultural misunderstanding they have experienced.
- Ask students to edit their own writing and then share it with the class.

Optional Vocabulary

memorable
native speaker
oddly
snapped his fingers
server

► **EXERCISE 12.** Warm-up. Page 377. Time: 5–10 minutes

- Ask students to read each item aloud.
- Have students identify which sentences show a cause-and-effect connection and which words in those sentences convey that idea.

Optional Vocabulary

illustrator

CHART 17-3. Using Adverb Clauses to Show Cause and Effect. Page 378. Time: 10–15 minutes

There are differences among the ways to say “because.” *Because* is used to make the most direct or explicit cause-and-effect statement. *Since* means “because it is a fact that” or “seeing that it is true that.” For example, *Since you have done this before* (a known fact), *could you please show me how?* *Because*, but not *since*, can ask about an unknown cause. For example: *Did he stay home because he was tired?* *Now that* is particularly used for present time and when reasons are known by all who are reading or hearing the information. It indicates a situation that has recently changed.

Punctuation follows the same guidelines with these adverb clauses as with others. (And, it is important to note, that these are guidelines rather than hard and fast rules. There are wide stylistic variations in comma usage with adverb clauses. This text simply presents the most common patterns.

Other cause-and-effect subordinating conjunctions you may wish to introduce in an advanced class are *as*, *so long as*, and *inasmuch as*. They are similar to *since*: they express a cause that is a known fact. *As* has many uses. Students might be interested in knowing that one use is to express cause and effect. In their own writing, however, they might prefer to use *because*, *since*, or *now that* in order to ensure clarity. *Inasmuch as* is generally only found in formal writing and is relatively infrequent.

- Write the chart title on the board and underline the words *Cause and Effect*.
- Have students explain to you in their own words what *cause* and *effect* mean, and write their explanations on the board.
- Tell students that English has a number of words that can be used to show cause and effect.
- As a class, create two sentences that can be linked by *cause-and-effect* phrases, and write them on the board. (The two sentences should be able to make sense with *now that* and *since*, as well as with *because*.)
- Identify the cause and the effect on the board. For example:

Ahmed's company is opening a branch in London. = *cause*
Ahmed needs to learn English. = *effect*

- Now have students put these clauses together with *because* and dictate the whole sentence to you while you write. Have students give you two sentences, one beginning with the adverb clause and one ending with the adverb clause.

Because Ahmed's company is opening a branch in London, he needs to learn English.

Ahmed needs to learn English because his company is opening a branch in London.

- Now demonstrate the same sentences using *now that*, which only makes sense with recent / present tense causes. Write the new sentences on the board.

Now that Ahmed's company is opening a branch in London, he needs to learn English.

Ahmed needs to learn English now that his company is opening a branch in London.

- Explain that when using *now that*, the speaker is saying that this cause is a present or a recent development that is only just now a factor or cause.
- Ask students to explain or demonstrate the use of *since*. They should be able to explain that we use *since* with present perfect tense to describe an action that began in the past and continues in the present.
- Write a student-generated example of this time use on the board, such as:

Jae Hyeon has been swimming competitively since he was 10 years old.

- You may want to remind students that *since he was 10 years old* is a time adverb clause and does not show cause and effect, despite the fact that *since* can be used for this purpose.
- Explain that *since* also has the cause and effect meaning of “because it is a known fact that.”
- Demonstrate this new meaning of *since* by using the same example sentence as you started with in this presentation.
Since Ahmed's company is opening a branch in London, he needs to learn English.
Ahmed needs to learn English since his company is opening a branch in London.
- Ask students to read example sentences (a)–(g) aloud and review the accompanying explanatory notes.

► **EXERCISE 13.** Looking at grammar. Page 378. Time: 10 minutes

- Ask a student to read item 1 aloud, first reading each independent clause and then correctly combining the two in the example.
- Have students work through this exercise without having time to prepare first.
- As students take turns, write any incorrectly generated sentence combinations on the board right away.
- Discuss the correct combinations and how cause and effect is expressed in each item.

► **EXERCISE 14.** Looking at grammar. Page 378. Time: 10 minutes

- Though you just discussed this, ask students to remind you what is indicated by the special use of *now that*.
- Ask a student to read the completed example aloud.
- Give students a few minutes to determine which sentences can be written with *now that* and have students do so.
- Correct by having students go to the board to write the new sentences while students remaining at their seats correct them.

► **EXERCISE 15.** Warm-up. Page 379. Time: 5–10 minutes

- Ask students to decide which sentence shows an unexpected result and to also tell you which word(s) indicate this.

CHART 17-4. Expressing Contrast
(Unexpected Result): Using *Even Though*.
Page 379. Time: 10–15 minutes

The category of “contrast” is defined as “unexpected result” here to help students compare *because* with *even though*. Also, this chart helps students understand that an unexpected result differs from direct contrast, which will be presented later in this chapter. Other forms of *even though* are *although* and *though*.

- Write the chart title on the board.
- As a class, create a simple cause-effect sentence and write it on the board. It will help your students better understand the concept of unexpected result if the cause-effect link of your initial sentence is very clear.

Because it is so hot today, Sultan, Tanako, and Daniella won't go running.

- Highlight how normal and predictable this cause-effect relationship is. Help students to articulate in their own words that when it is very hot outside, it is uncomfortable to go running, and so the decision not to go running is very understandable and, importantly, predictable.
- Then explain that an unexpected result is an outcome we didn't or couldn't predict.
- Change the example sentence into an unexpected result by using *even though* and writing the new sentence on the board:

Even though it is so hot today, Sultan, Tanako, and Daniella will go running.

- Emphasize that grammatically, the sentence introduces a clause in exactly the same place that a cause-and-effect word (*because*) would. Write related sentences on the board:

Most people don't want to go running when it is very hot outside.

It is very hot outside. Sultan, Tanako, and Daniella will go running.

This action (result) is unexpected.

- As a class, create a few more sentences expressing unexpected results and write these on the board.

Gina and Mauricio had to arrive at the airport at 6:30 A.M.

They went out dancing until 4:00 A.M. in the morning.

Even though Gina and Mauricio had to arrive at the airport in 6:30 A.M., they went out dancing until 4:00 A.M.

- Ask students to now switch the order (whether the adverb clause comes first or not) to ensure that they have control over both forms.

► **EXERCISE 16.** Looking at grammar.
Page 379. Time: 10 minutes

- Have students read aloud and complete the sentences as you call on them.
- Reiterate the main contrast between cause-effect and unexpected results as students complete the exercise.

► **EXERCISE 17.** Looking at grammar.
Page 379. Time: 10 minutes

- Give students time to complete each item as seatwork.
- Have students read the completed exercise aloud to check answers.
- After students have completed and read each item, ask them to reverse the order of the adverb clause and the main clause.

Optional Vocabulary

support	survived
drowning	alternate
rescued	

► **EXERCISE 18.** Looking at grammar.
Page 380. Time: 10 minutes

- Put students in pairs or small groups.
- Read the direction line aloud and model the statements of Speaker A and Speaker B with a student.
- As students are working through the speaking exercise and responding to the questions asked, walk around the room. Encourage students who are stuck for vocabulary or require help to keep the conversation going.
- After students have worked through item 8, have partners change roles and continue.
- Discuss some of the items as a class, and revisit items that were challenging.
- Review and clarify any questions about the use of *anyway*.

Optional Vocabulary

accepted	hacked
rehearsed	backed up
account	files

► **EXERCISE 19.** Warm-up. Page 380.
Time: 10 minutes

- Ask students what they understand by the term *contrast*.
- State that *contrast* means “a bold and obvious difference.”
- Have students discuss which sentences show contrast and what words are key in students' understanding of this.

CHART 17-5. Showing Direct Contrast:
While. Page 381. Time: 10–15 minutes

Because *while* is more commonly used to express an action taking place over some time, this use of *while* may be a bit challenging for your students. When using *while* for direct contrast, it can be placed at the beginning of either clause without changing the meaning.

While (he was) swimming, Darius became very tired.

While fire is hot, ice is cold.

In British English, *whilst* is another form of *while*. *Whilst* is even more formal than *while*.

- Write the chart title on the board.
- Using what you know about your students and the context of your classroom, create a simple sentence showing obvious and direct contrast by using the conjunction *but*.

Teerapat loves country music, but Marina cannot stand it.

- Explain that *while* can be used to introduce adverb clauses that show direct contrast. Explain that direct contrast indicates that the information in the adverb clause is exactly the opposite of what came before.
- Next, change the given example by using *while* in place of *but*.

Teerapat loves country music, while Marina cannot stand it.

- Explain that because *cannot stand* is considered the complete opposite of *love*, it makes sense to use *while* for direct contrast.
- Ask students to read example sentences (a)–(e) aloud, and review the explanatory notes as a group.

► **EXERCISE 20.** Looking at grammar. Page 381. Time: 10 minutes

- Give students time to complete the cloze exercise on their own.
- Have students take turns reading the completed cloze items aloud.
- Ask students to pinpoint the precise words that contrast with other words in the correct sentences.

Optional Vocabulary

village	conversationalist
abundance	bores
cavities	

► **EXERCISE 21.** Let's talk. Page 381. Time: 10–15 minutes

- Have students work in groups or pairs.
- With a partner, students prepare contrast sentences.
- Students may need to ask you questions about the words themselves.
- Have pairs share their contrast sentences, and discuss their content and form.

Optional Vocabulary

peninsula	refugee
tap water	immigrant
filtered water	

► **EXERCISE 22.** Warm-up. Page 382. Time: 5–10 minutes

It is helpful to remember that students have been using simple conditionals since they began to explore tenses very early on in their English-learning career. Remind students of how sentences introduced by *if* work and whether these sentences require *will* or *not*.

- Have students read through the sentences and decide which one is grammatically correct.
- Challenge students to articulate why item 2 is correct but 1 and 3 are not.

CHART 17-6. Expressing Conditions in Adverb Clauses: *If*-Clauses. Page 382. Time: 10–15 minutes

As with adverb clauses of time, it is incorrect to use the future tense (e.g., *will / be going to*) in an *if*-clause. An exception occurs when the speaker is trying to arrange an equal exchange of promises: *If you'll do it, I'll do it*.

All of the examples and exercise items in this unit on "conditions" (Chart 17-6 through Chart 17-11) are in present and/or future time. Chapter 20 picks up on the use of the other verb forms in conditional sentences.

- Write the chart title on the board.
- Elicit a student-generated example of an adverb clause with *when* (which students can be reminded is also *not* followed by the future tense), and write it on the board. For example:
When Rieko and Natsuko return to Japan, _____.
- Have students complete the sentence with a main clause that makes sense. Write the completion on the board. For example:
When Rieko and Natsuko return to Japan, they will speak English very fluently.
- Now explain that *if*-clauses are formed in the same way (followed by simple present verbs) and are also combined with main clauses that have *will*-future verbs.
If Rieko and Natsuko return to Japan, they will speak English very fluently.
- Underline the tenses used in both clauses.
If Rieko and Natsuko return to Japan, they will speak English very fluently.
- Ask students *Will Rieko and Natsuko return to Japan?* You should get a variety of responses that range from *probably* to *maybe* to *I don't know*.
- Explain that the *if*-clause refers to a situation that hasn't happened yet but that might happen. It is a possibility. Write the word *possibility* above the *if*-clause and write *result* above the main clause.
possibility result
If Rieko and Natsuko return to Japan, they will speak English very fluently.
- Ask your students to come up with a few *if* + present tense clauses and write them on the board, leaving a blank for the main clause. Underline the present tense in the adverb clause. For example:
If Joachim wins the lottery tomorrow, _____.
If Ahn goes hiking on Saturday, _____.
If Matts gets his dream job, _____.

- Now have students go to the board to complete the sentences with main clauses, using future tense.

For example:

If Joachim wins the lottery tomorrow, he will take a trip around the world.

If Ahn goes hiking on Saturday, she will enjoy the sunny weather.

If Matts gets his dream job, he will become a commercial pilot and fly all over the world.

- Engage students in reading through the chart, and highlight the explanatory notes.

► EXERCISE 23. Looking at grammar.

Page 382. Time: 10 minutes

- Read through the example with students.
- Challenge students to provide two different completions to each prompt.
- Give students time to complete the exercise as seatwork.
- Correct as a class, putting student sentences on the board as appropriate.

Expansion

Before class, prepare sets of complete conditional sentences by writing the *if*-clauses on one card and the main clauses on another card. Explain to students that you will be giving each student either an *if*-clause or the main clause written on separate index cards, and that their task is to find the other “half” of their sentence by saying (not showing) their clause to one another. Make each complete sentence complex and detailed enough that it cannot be completed by any other clause that may be handed out. Ensure there is one correct match for each partial sentence.

Have students say (and again, stress that they should not simply show) their clause to one another until matches have been found. Then review all the sentences as a class, correcting as you do so.

What follows are possible complete sentences (split onto two index cards). It is best if you create your own sentences based on your actual students, current events, and common topics of conversation in the class.

If enough new voters participate in the national election,

If you don't take care of your teeth and gums now,

If people simply understand they have more in common than not,

If parents hold their kids to high standards of behavior,

If people decide to prioritize their health when young,

If I don't ever take any risks in life,

the current party will lose power.

you will regret it later in life.

the world will be a better place.

they will be more confident in life.

they will enjoy better-quality lives.

I will never know what I can do.

► EXERCISE 24. Reading and grammar.

Page 382. Time: 10–15 minutes

- Explain the direction line.
- Have students work autonomously.
- To check answers, have students take turns reading sentences from the passage aloud, correcting as they go.
- Write challenging items on the board for analysis.
- Use this topic as a springboard to discuss what academic and / or other titles are used in your students' countries. Title use can vary widely across cultures, and it can be interesting for students to learn that even elementary school teachers are called by an academic title or other form of address in certain countries.

Optional Vocabulary

acceptable	technically
title	contact
prefer	approach
Ph.D. degree	

► EXERCISE 25. Warm-up. Page 383.

Time: 10 minutes

- Have students mark the correct and logical sentences.
- Ask students to expand the shortened forms they have said are correct back into the original long forms, requiring students to say which word the helping verbs have replaced.

CHART 17-7. Shortened *If*-Clauses.

Page 383. Time: 15 minutes

Explain that English has many “shorthand” or reduced phrases that take the place of longer structures. With conditional sentences, where the context is understood, it is very common to use these when speaking, especially when giving directions.

Students may be familiar with the concept of a flow chart. It can help to present these shortened *if*-clauses as having the same function as a flow chart.

- Write the chart title on the board.
- Write a question followed by *if*-clauses on the board. It will be more meaningful for your students if you can base this presentation on instructions that you have actually given your students. For example:

Did you finish reviewing the chart?

If you did finish reviewing the chart, please begin working on the exercise below.

If you did not finish reviewing the chart, please finish reviewing the chart now.
- Underline how many times the phrase *finish reviewing the chart* is used in the above sentences. Exaggerate the repetitiveness to help students understand the need for abbreviated versions. Tell students that this sort of repetition is not common in English and that there are many ways to shorten these phrases.

- Write the reduced options on the board:
 - Did you finish reviewing the chart?*
 - If you did finish reviewing the chart, please begin working on the exercise below.*
 - If you did, please begin working on the exercise below.*
 - If so, please begin working on the exercise below.*
 - If you did not finish reviewing the chart, please finish reviewing the chart now.*
 - If you did not, please finish reviewing the chart now.*
 - If not, please do so now.*
- Ask students to read the sentences included in (a) and (b) aloud, and review the explanatory notes.

► **EXERCISE 26.** Looking at grammar. Page 383. Time: 10 minutes

- Read the direction line.
- Make sure students understand that they should complete each exercise using either *so* or *not*, then using a helping verb or main verb.
- Then students should expand the sentence to its full meaning.
- Give students time to complete the exercise on their own as seatwork.
- Correct as a class by having students take turns providing every form described above.

► **EXERCISE 27.** Warm-up. Page 384. Time: 10 minutes

- Ask a student to read the situation aloud.
- Encourage students to find ways to express the meaning of these two sentences together. For example:
 - Either way, David will be happy.*
- Many students may already be familiar with *whether or not* and may try to use this form.

CHART 17-8. Adverb Clauses of Condition: Using *Whether Or Not* and *Even If*. Page 384. Time: 15 minutes

Be prepared to explain that *whether or not* is used when whatever the condition may be will have no effect on the result. You can ask your students to describe some of the unconditional truths in their own lives. For example, parents love their children unconditionally. This means that parents love their children *whether or not* the children obey their parents, do well in school, agree with their parents, etc.

Students sometimes wonder about the difference between *even though* and *even if*. *Even though* describes an actual, present-time event or state of being; *even if* is used for future conditions. Contrast the following:

Even though it is raining today, we will go running.

Even if it is raining tomorrow morning, we will go running.

Sometimes and particularly when discussing personal preferences, the use is a bit blurred or combined. For example:

Even if you don't like scary movies, you should see The Mummy.

- Write the chart title on the board.
- Begin by asking your students about some aspect of their lives that does not depend on any condition whatsoever. You can always start by writing one of your own.

Whether or not my daughter does what I want her to do, I will always love her.

- Write similar sentences provided by students on the board. As students share their information, provide the correct form before writing the sentences on the board.

Roberto will marry his girlfriend whether or not his parents approve of the marriage.

Mei will complete her education in the United States whether or not she is accepted at Harvard.

Mehmet and Amalia will run the marathon whether or not it is hot that day.

- Explain that *whether or not* can be placed before the entire clause. In addition, this phrase can be split and the *or not* part can be placed after the clause. Using one of the sentences above, write this new order on the board. For example:

Roberto will marry his girlfriend whether his parents approve of the marriage or not.

- Next, explain that *even if* is used in front of a possible future condition rather than a current one.
- Using your students' lives as material, come up with meaningful sentences and write them on the board.

Even if he doesn't get a high TOEFL score, Seung Jin won't take the test again.

- Ask students to read items (a) and (b) from the chart aloud.
- Review the explanatory notes.

► **EXERCISE 28.** Looking at grammar. Page 384. Time: 10 minutes

- Read the example item aloud, and ask a student to explain why the second choice is correct (and has the same meaning as the original sentence).
- Have students take turns reading the other items and deciding the sentence that has the most similar meaning.
- Put any challenging items on the board for further discussion as needed.

Optional Vocabulary
reception

Expansion

Prepare index cards with sentences using *whether or not* and *even if*. Write the adverb clause of condition on one card and the main clause on another. Hand cards out to students, explain that they each have one half of a complete sentence, and tell them they must find their match. Instruct students to get up out of their seats and say the contents of their card to other students until they find their other half. They should not simply have other students read what is on their card. Circulate and participate, helping students find their matches.

Possible sentences are provided below, but it will be more enjoyable and engaging if you create sentences based on your students and their lives.

*Whether or not I agree with what you say,
Even if things don't go as planned,
Whether my kids agree with me or not,
Whether you vote for the winning candidate or not,
Even if you worry that you won't know what to say,
Whether or not you feel confident speaking,*

*I will defend your right to free speech.
traveling is a wonderful way to educate yourself.
I will always love them.
it is important to vote in every election.
you should express condolences after a death.
you will benefit from using a foreign language.*

► EXERCISE 29. Looking at grammar. Page 384. Time: 10 minutes

- Read through Situation 1 with students.
- Ask students to complete Situations 2–7 on their own.
- Correct as a class, having students take turns reading their completions aloud.

► EXERCISE 30. Warm-up. Page 385. Time: 10 minutes

- Have students read the lead-in sentence and choose the sentence that matches the meaning.
- Write *When you have a problem* on the board, and ask students to explain the assumption behind this phrase (point out that it is assumed there will be a problem).

CHART 17-9. Adverb Clauses of Condition: Using *In Case*. Page 386. Time: 10 minutes

In case is used to explain that something may possibly happen and that if this event happens, other actions should be taken accordingly. For example:

I will take my purse with me in case we decide to stop at the store.

In other words, the reason I am doing one thing (taking my purse) is that something else may also happen (we may stop at the store).

Some scientific and philosophical texts use *in case* to mean: “in the specific circumstance or example.” This is often followed by a *that*-clause.

- Write the chart title on the board.
- Ask students to explain why they bring umbrellas or rain jackets with them on cloudy days. They will probably explain (or they may need your help to do so) that though it may not rain, it also may rain. So they want to be prepared in case it rains.
- Ask students to name other items that people carry primarily *in case* they need them. Write a list of items on the board and why people carry them with them when in the car or outside or going anywhere on public transport. Discuss the relative usefulness and likelihood of need for each item, and in what circumstances they could be needed. For example:

ID—*in case you lose consciousness while running outside*
umbrella—*in case it rains*

flashlight—*in case you are caught in the dark*

Swiss army knife—*in case you need a knife or cork screw*

book—*in case you end up sitting and waiting for a meeting or appointment to begin*

cell phone—*in case you need to call someone; in case you are bored*

medical alert bracelet—*in case you cannot speak but need to tell someone about your condition*

aspirin or acetaminophen—*in case you get a bad headache*
gum—*in case you have bad breath*

wallet with ATM cards—*in case you need money*

spare tire—*in case you get a flat tire while driving*

a pen and paper—*in case you need to write something down*

extra can of gas—*in case you run out of gas*

a rubber ball—*in case you see a great place to play*

a blanket in your car—*in case you have an accident and have to wait for help*

water—*in case you don't have access to water*

- Expand the list as much as possible; encourage students to talk about funny or idiosyncratic things they like to have with them at all times that others may think are odd or unnecessary.
- Have students create complete sentences for the board. For example:

I always carry aspirin in my handbag in case I get a bad headache.

- Have a student read example item (a) from the chart and discuss the explanatory notes.

► **EXERCISE 31.** Looking at grammar.
Page 386. Time: 10 minutes

- Model item 1 with a student.
- Have students attempt the combinations without individual preparation.
- Put challenging items on the board.

► **EXERCISE 32.** Looking at grammar.
Page 386. Time: 10 minutes

- Put students into groups.
- Have students provide multiple completions to each prompt.
- Walk around the room and encourage students to be creative in their completions.

► **EXERCISE 33.** Warm-up. Page 386.
Time: 10 minutes

- Have students complete each sentence with the correct word.
- Read through the completions as a group.
- Ask students to articulate a “rule” based on the correct completions.

CHART 17-10. Adverb Clauses of Condition:
Using *Unless*. Page 387. Time: 10–15 minutes

Trying to distinguish between *until* and *unless* can be difficult for some students. *Unless* expresses a condition that is required for a particular result. *Until* expresses a time relationship—but also expresses a condition required for a result. It is no wonder that students may be confused when they encounter the following:

You can't drive unless / until you are 16.

Class can't start unless / until the teacher arrives.

I don't eat unless / until I am hungry.

The verb in the *unless*-clause is usually affirmative, but it could be negative. For example:

A: *Will I see you at the theater tonight?*

B: *Yes, unless I can't go.*

- Write the chart title on the board.
- Write the following note on the board:
unless = if not
- Explain that *unless* is another way to say *if not*.
- Write the following sentences, underlining the target structures.

Paulo will go to a movie tonight unless he has a lot of homework to do for his grammar class.

Paulo will go to a movie tonight if he doesn't have too much homework for his grammar class.

- Ask students to tell you something they plan to do unless a particular condition is not met. Write their responses on the board.

- Help students get started by writing the following on the board:

I will go out with my friends this weekend unless ____ .

- Have students go to the board and write a few possible completions.
- Have a student read from the chart aloud. Go over the explanatory notes.

► **EXERCISE 34.** Looking at grammar.
Page 387. Time: 10 minutes

- Model the first item with a student.
- Give students time to complete the remaining items as seatwork.
- Correct as a group and write challenging items on the board.

► **EXERCISE 35.** Looking at grammar.
Page 387. Time: 10 minutes

- Put students in groups.
- Model the first completion with a student or students.
- Walk around the classroom working with groups and encouraging students to complete imaginatively.
- Correct by putting items on the board.

Optional Vocabulary

manager

penalties

permanently

increase

interest

► **EXERCISE 36.** Warm-up. Page 387.
Time: 10 minutes

- Ask a student to read the situation aloud.
- Ask each student to read each of the items aloud and as a class, respond.
- Invent additional and somewhat silly questions to emphasize the use of *only*. For example:

You: *Does Scott close his bedroom window if a flock of flying monkeys tries to get in?*

Does Scott close his bedroom window if noxious gas is released into the environment and zombies are taking over his town?

Students: *No! Scott only closes his window if it is raining hard.*

CHART 17-11. Adverb Clauses of Condition:
Using *Only If*. Page 388. Time: 10–15 minutes

No commas are used when *only if / only when / only in* clauses begin a sentence.

Some students may be familiar with the expression “if and only if,” which expresses the same idea in mathematics: Only one particular condition will result in a particular effect.

- Write the chart title on the board.
- Explain to students that in many ways, this concept is an easy one to understand. If this one condition is not met, the result will not take place.
- Write a simple sentence on the board to illustrate.
For example:

Miyako will be able to buy a new car only if she can find the money to do so.

- Now explain that when the sentence begins with *only if*, the word order of the subject and verbs in the main clause is inverted.
- Write an example on the board, and highlight the inversion by underlining:

Only if Miyako can find the money, will she be able to buy a car.

- Have students read examples (a) and (b) aloud, and discuss the explanatory notes.

► **EXERCISE 37.** Looking at grammar.
Page 388. Time: 10 minutes

- Read the situation aloud.
- Have students decide which sentences are true for the situation, and then read them aloud.

Optional Vocabulary

requirement (day) off

► **EXERCISE 38.** Looking at grammar.
Page 388. Time: 10 minutes

- Put students in pairs or small groups.
- Have students discuss each situation and provide different completions to the prompts.
- Review as a class and discuss other options.

Optional Vocabulary

condition under	freeze
admitted	stadium
student visa	screen time
chew	

► **EXERCISE 39.** Looking at grammar.
Page 389. Time: 10–15 minutes

- Ask students to work through this exercise as seatwork after you read the first example item aloud.
- Encourage students to provide as many restatements as possible and to expand on the vocabulary used.
- Correct as a class, and put a variety of correct restatements on the board, comparing nuances.

Optional Vocabulary

virus	sick time
prescription	pharmacy

► **EXERCISE 40.** Looking at grammar.
Page 389. Time: 10–15 minutes

- Have students create sentences using all the phrases listed.
- Put a variety of student sentences on the board.

► **EXERCISE 41.** Check your knowledge.
Page 390. Time: 10–15 minutes

- Give students time to correct the errors in each sentence.
- Have students read corrected sentences aloud and invite others to state why the correction is needed.

Optional Vocabulary

bills	tenants
nearby	promotion
siblings	relocate

► **EXERCISE 42.** Reading, grammar, and writing. Page 390. Time: 10 minutes

Part I

- Have students take turns reading the passage aloud and discussing the vocabulary used.
- Ask students to paraphrase certain sentences and also, as they are engaged in learning, discuss their own opinions of the author's perspective.

Part II

- Ask students to complete the sentences independently after reflecting on the content presented in the passage.
- Have students share their own perspectives.

Part III

- Have students write a personal paragraph explaining how they learn best.
- Ask students to particularly consider how they learn English best.
- Ask students to refer to the writing tip as they work.

Part IV

- Using the editing checklist, have students review and edit their own passages.
- If it works for your group, have students review and edit one another's work by utilizing the editing checklist.

Optional Vocabulary

depends on	verbally
noted	effective
regarding	involved
presented	