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

Time: 10 minutes

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

where why
when how

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.
• 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
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
- take off
- fasten
- hit turbulence

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
- lottery
- homesick
- won his heart
- humid

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

- earplugs
- passenger-loading zone
- stretch

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?

Optional Vocabulary

- password
- identity theft
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!


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:
  accent embarrassing
  bias miscommunication
  cross-cultural stereotype
• 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


• 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

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
  after
  as soon as
  before
  once
  when
- cleaning the bathroom
  after
  as soon as
  before
  once
  when
- booking airline tickets online
  after
  as soon as
  before
  once
  when
- planning a surprise party
  after
  as soon as
  before
  once
  when
- putting in contact lenses
  after
  as soon as
  before
  once
  when
- doing a load of laundry
  after
  as soon as
  before
  once
  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.
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 Insomuch 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. Insomuch 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.

- Ask students to decide which sentence shows an unexpected result and to also tell you which word(s) indicate this.
- Ask students to explain to you in their own words what have students explain to you in their own words what cause and effect mean, and write their explanations on the board.
- 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.

- 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.


- 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.


- 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.
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
- drowned
- rescued

EXERCISE 18. Looking at grammar. Page 380. Time: 10 minutes
- Put students in pairs or small groups.
- Read the directions 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
- rehearsed
- backed up
- account
- files

- 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.

- 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.

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.
• 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.


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, they will speak English very fluently.

• 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
- abundance
- conversationalist
- 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.

**Adverb Clauses 169**
• 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.

• 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.

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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 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.


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.

• 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 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.


• 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).

  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.
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 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  
- permanently  
- interest  
- penalties  
- increase

**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?  
  **B:** Yes, unless it is raining hard.

- 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.

  - A: Will I see you at the theater tonight?  
  - B: Yes, unless I can’t go.

- Write the chart title on the board.

**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.*
> **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  
prescription  
sick time  
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  
neighbour 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