



Chapter 17

Adverb Clauses

CHAPTER SUMMARY

OBJECTIVE: Learning to use adverb clauses extends one's ability to communicate complex information and show relationships between ideas.

APPROACH: This chapter focuses on the common functions of adverb clauses to express relationships of (1) time, (2) cause and effect, (3) contrast, and (4) conditions (except for contrary-to-fact conditional sentences, which are covered in Chapter 20).

TERMINOLOGY: As noted in the footnote to Chart 17-1, in this text "subordinating conjunctions" (e.g., *when*, *because*) 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.

CHART 17-1. Introduction. Page 365
Time: 10–15 minutes

Students were introduced to adverb clauses in Charts 2-7 and 2-8 in conjunction with the presentation of simple past and past progressive. Chart 17-1 expands that presentation 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 the 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. 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). You might want to review the characteristics of dependent clauses: they must contain a *subject + verb*; they cannot stand alone as a sentence.

Incomplete sentences consisting of a single adverb clause are a 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.

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.

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

The test had already started when Juana arrived for class.

- Ask students which part of each sentence is a dependent clause, and underline it.
- Explain that an adverb clause is always a dependent clause and that it cannot stand alone.
- Write the words *adverb clause* beneath the underlined section of the sentences on the board as follows:

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

The test had already started when Juana arrived for class.
adverb clause

- Explain that adverb clauses have four main functions. List the functions on the board as column headings.
- | | | | |
|-------------|-------------------------|-----------------|------------------|
| <u>Time</u> | <u>Cause and Effect</u> | <u>Contrast</u> | <u>Condition</u> |
|-------------|-------------------------|-----------------|------------------|
- Then ask students to add words to each function, without looking at their text. 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

- Explain that the words in the list they just created typically come at the beginning of an adverb clause.
- Now have students open their text and compare the words on the board to the ones in chart 17-1.
- Go over the rest of the chart as necessary.

□ EXERCISE 2. Looking at grammar.

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Time: 10 minutes

- Remind students that dependent clauses can't stand alone, and write a couple of dependent clauses on the board, such as:

Because Keiko loves sushi

Whenever Max calls his mother

- Explain to students that when they see or hear a dependent clause, they should look for the main clause to follow. Point out that the above clauses should seem unnatural because they are incomplete thoughts.
- Give students a few minutes to complete the exercise.
- Then add to the exercise by asking students to change or add to the incomplete, dependent clause and make them into complete sentences.
- Review the exercise as a class, having students read their newly created / corrected sentences for items 2, 3, 8, 9, and 11.

□ EXERCISE 4. Looking at grammar.

Page 366

Time: 5–10 minutes

Many of the items in this exercise require an understanding of the uses of periods and commas as presented in Chapter 16 “Coordinating Conjunctions.”

- Give students time to add punctuation in their texts.
- Then lead a quick run-through of the items, or have pairs of students compare their work.

Optional Vocabulary

routine
hard of hearing
elderly
nearsighted

CHART 17-2. Using Adverb Clauses to Show Time Relationships. Page 368

Time: 10 minutes

- Write the chart title on the board.
- Ask students to come up with an all-purpose main clause to use with a variety of dependent time clauses, and write it on the board. It helps if the clause is humorous and reflects some joke specific to your class, as students 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 and humorously admits to

this. An appropriate main clause could be based on this fact.

Yukiko goes shopping.

- Elicit time words from the class and put them on the board.
- Ask students to come up with dependent clauses to follow the time words. Write one on the board and add the main clause. For example:

After . . .

After the sun rises in the morning, Yukiko goes shopping.

- Next, ask students to change the tense of the sentence, and write their response on the board.

After the sun rose in the morning, Yukiko went shopping.

- Continue using the same main clause in combination with a variety of student-created time clauses.
- You may have to help students come up with specific dependent time clauses based on words or time phrases they haven't yet used, so be prepared to do this. For example:

Before . . .

Before Yukiko deals with anything else, she goes shopping.

Before Yukiko dealt with anything else, she went shopping.

When . . .

When life gets stressful, Yukiko goes shopping.

When life got stressful, Yukiko went shopping.

- You may want to spend extra time discussing the meaning of those time words in which the relationship between the two actions is more complex, (e.g. as soon as, once, until, and as long as).
- After the range of time words has been illustrated through student-generated sentences, review the chart as necessary. Point out to students that this chart serves as a reference tool and that they do not need to memorize it.

□ EXERCISE 6. Looking at grammar.

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Time: 5–10 minutes

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

Optional Vocabulary

carrier
active volcano

□ EXERCISE 7. Looking at grammar.

Page 369

Time: 5–10 minutes

- Give students time to combine the sentences on their own before reviewing as a group.

- Assign each item to a student and have him / her write it on the board.
- As a class, review the sentences on the board. For each item, ask the class to supply the alternate answer aloud. For example:

(on the board)

After I turned off the lights, I left the room.

(alternate answer aloud)

I left the room after I turned off the lights.

Optional Vocabulary

bites her nails butterflies in my stomach
burst promotions

□ EXERCISE 8. Looking at grammar.

Page 370

Time: 5–10 minutes

This exercise can be used as a quick, informal quiz. You can also put students into pairs or groups to determine the best completions. Whichever approach you choose, review the material by having students read the items aloud.

Optional Vocabulary

lottery dent fender

CHART 17-3. Using Adverb Clauses to Show Cause and Effect. Page 373

Time: 20–25 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’ve 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 special to present-time, known reasons. It indicates that a situation has recently changed.

Punctuation follows the same guidelines with these adverb clauses as with others. (And they are only guidelines, not rules. There are wide stylistic variations in comma usage with adverb clauses. This text simply presents the most usual patterns.)

Other cause-and-effect subordinating conjunctions you may wish to introduce in an advanced class are *as*, *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 *Cause and Effect*.
- Have students explain *cause and effect* in their own words, 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

Ahmad 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*. You will need to explain that *now that* 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 recent development that is 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 has been studying English since he came to Boston.

- You may want to remind students that *since he came to Boston* is a time adverb clause and does not show cause and effect.
- Explain that *since* also has the cause-and-effect meaning of “because it is a fact that.”
- Show this new meaning of *since* using the same example sentence.

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.

EXERCISE 13. Looking at grammar.

Page 373

Time: 5–10

- Give students a few minutes to work through the items individually.
- Ask students to take turns reading their combinations aloud.
- You may want to ask for two different versions of the response for a few of the first items. This will allow students to show the use of a comma whenever the adverb clause precedes the independent clause.
- When questions arise, have students write their responses on the board and discuss as a class.

CHART 17-4. Expressing Contrast (Unexpected Result): Using *Even Though*.

Page 374

Time: 10 minutes

The general category of “contrast” is defined as “unexpected result” here to help students compare *because* and *even though*, and also to help them understand the meaning of contrast (i.e., that something is in some way different from something else) as the term is used in the text.

Other forms of *even though* are *although* and *though* (see Chart 19-6.) The differences are negligible.

- Write the chart title on the board.
- As a class, create a simple cause-effect sentence using *because* and write it on the board. It will help if the cause-effect link is very obvious. For example:
Because it was raining, Maria, Peng, and Diego decided to postpone the picnic.
- Highlight how normal and predictable this cause-effect relationship is — it is really not fun to go on a picnic in the pouring rain.
- Now change the main clause to show an “unexpected result” and use *even though* in front of the adverb clause. Write the new sentence on the board.
Even though it was raining, Maria, Peng, and Diego had a picnic.
- Underline the result clause and write *unexpected result* underneath it.
Even though it was raining, Maria, Peng, and Diego had a picnic. unexpected result
- Emphasize why this structure is used.
Most people don't want to have a picnic in the rain. Maria, Peng, and Diego had a picnic in the rain. This action (result) is unexpected.
- As a class, create a few more sentences expressing contrast and write them on the board.
- Have students take turns going to the board and underlining / identifying the unexpected result. For example:
Hiromi and Rolf had to take the TOEFL at 9:00 A.M. last Saturday.

They went out dancing until 4:30 A.M. the night before.

Even though Hiromi and Rolf had to take the TOEFL at 9:00 A.M. last Saturday, they went out dancing until 4:30 A.M. the night before.

unexpected result

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

EXERCISE 17. Looking at grammar.

Page 375

Time: 5–10 minutes

Point out to students that the first six items are contrasting pairs, while the final four items are not related to each other.

Optional Vocabulary

newborn	commercial fishing operations
kangaroo	mammals
pouch	

CHART 17-5. Showing Direct Contrast:

While. Page 376

Time: 5–10 minutes

When using *while* for contrast, it can appear at the beginning of either clause with no change in meaning.

While has two different meanings: (1) “at the same time” and (2) “whereas.”

1. *While (he was) swimming, he got very tired.*
2. *While fire is hot, ice is cold.*

In British English, *whilst* is another form of *while*. *Whilst* is fairly formal.

- Write the chart title on the board.
- Using what you know about your students, create a simple sentence showing obvious contrast and using the conjunction *but* (which can be used to show contrast between two independent clauses). For example:
Maria is a woman, but Francisco is a man.
- Explain that *while* can be used to introduce adverb clauses which 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 example by using *while* in place of *but*.
Maria is a woman, while Francisco is a man.
- Explain that because *man* is considered the complete opposite of *woman*, it is appropriate to use direct contrast here.
- Go over the chart with students.

EXERCISE 21. Let's talk. Page 377
Time: 5–10 minutes

This exercise works best as an interview activity with students out of their seats and mingling with each other. If you have a class that is too large or is reluctant to initiate conversation, then you can either put students in small groups or conduct the exercise as a teacher-led, whole-class oral activity.

The first four items are fairly straightforward. The last two items should generate very different answers. As such, you may want to ask four to six different students to write their sentences on the board.

CHART 17-6. Expressing Conditions in Adverb Clauses: *If*-Clauses. Page 377
Time: 10 minutes

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

All of the examples and exercise items in this unit on "condition" (17-6 through 17-11) are in present or future time. Chapter 20 picks up on the use of 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 not followed by future tense) and write it on the board. For example:
When Rieko goes back to Japan, _____.
- Have students complete the sentence with a main clause that makes sense, and write the completion on the board.
When Rieko goes back to Japan, she will speak excellent English.
- Now explain that *if*-clauses are formed in the same way (followed by simple present verbs) and are combined with main clauses that have future tense verbs. Write the following example:
If Peter wins the lottery, he will give his mother a trip to Paris.
- Underline the tenses in both clauses.
If Peter wins the lottery, he will give his mother a trip to Paris.
- Ask students *Will Peter win the lottery?* You should get a variety of responses from *possibly* 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* under the *if*-clause, and write *result* under the main clause.

possibility *result*

If Peter wins the lottery, he will give his mother a trip to Paris.

- Ask 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 clauses. For example:
If Cassandra meets the love of her life tomorrow, _____.
If Sang Min and Knut go skiing for the first time this weekend, _____.
- Have other students go to the board and complete these *if*-clauses with main clauses in the future tense.
If Cassandra meets the love of her life tomorrow, she will get married immediately.
If Sang Min and Knut go skiing for the first time this weekend, they will probably fall down a lot.
- Go over the chart with students.

EXERCISE 23. Looking at grammar. Page 377
Time: 5–10 minutes

The main point of this exercise is to use present verbs in *if*-clauses. You could assign this as individual work or conduct the exercise as a quick oral activity by asking several students for answers to each item. In either case, encourage students to be creative or humorous.

Optional Vocabulary

predictions
global warming

Expansion: Divide the class into an even number of teams. Hand out blank index cards to all students: half of the teams should create *if*-clauses using simple present verbs and write these *if*-clauses on the cards. The other half of the teams will come up with main clauses and write the main clauses on their cards. Give students 10–15 minutes to circulate and try to come up with sentences that can be matched. Obviously this will lead to some pretty funny combinations. The rest of the class can give points for the most outrageous or nonsensical pairing, as long as the target grammar is correct.

If the expansion activity is too open-ended for your group, you can also prepare two sets of index cards yourself. One set should have meaningful *if*-clauses and the other should be a "matching" set of related result clauses. You can distribute them among students and give them the task of finding the best match.

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

Page 378

Time: 5 minutes

Let students know that English has “shorthand” phrases that can take the place of a full *if*-clause and that these are commonly used in speaking and in writing (especially when giving directions).

Students may be familiar with the concept of a flowchart, and you can present shortened *if*-clauses as having the same function as an arrow in a flowchart.

- Write the chart title on the board.
- Write a question followed by *if*-clauses on the board. It is more meaningful if you can base these on some instructions you have recently given or will give students. For example:
Did you finish the assignment?
If you did finish the assignment, please turn to the next chapter.
If you did not finish the assignment, please finish it now.
- Explain that the complete *if*-clauses can be replaced by abbreviated ones and illustrate this by writing these on the board.
Did you finish the assignment?
If you did finish the assignment, please turn to the next chapter.
If so, please turn to the next chapter.
If you did not finish the assignment, please finish it now.
If not, please do so now.
- Go over the chart as necessary.

CHART 17-8. Adverb Clauses of Condition:Using *Whether or Not* and *Even If*. Page 379

Time: 10 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 or discuss with your students for examples of “unconditional” truths in their lives. For example, most parents love their children *whether or not* the children obey their parents, do well in school, etc.

Students sometimes wonder about the difference between *even though* and *even if*. *Even though* deals with an actual, present-time event or state; *even if* deals with possible future conditions. *Even though the weather is cold (today)* = the weather is cold. *Even if the weather is cold (tomorrow or in the future)* = the weather may be cold. In some cases, this distinction blurs a bit. *Even if you don't like pickles, you should try one of these.*

- Write the chart title on the board.
- Begin by asking your students for some aspect of their life that does not depend on any condition whatsoever.

- Write their feedback on the board using *whether or not* clauses. For example:

Raul will marry his girlfriend whether or not her parents approve of him.

Parents love their children whether or not those children are well behaved.

Many people manage to achieve their dreams whether or not other people support them.

- Explain that *whether or not* can be placed before the clause entirely. Alternatively, the *or not* can be placed after the clause. Show this in writing on the board.
Parents love their children whether those children are well behaved or not.
- Next, explain that *even if* is used in front of a possible future condition and not a current one.
- Using your students' lives as material, come up with a meaningful example and write it on the board. For example:
Even if he doesn't get a high score on the TOEFL this time, Seung Jin will stay in school and continue working toward his goals.
- Go over the chart as a class.

EXERCISE 28. Looking at grammar.

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Time: 5–10 minutes

You should read the situations to the class so that they understand each context.

It isn't necessary to use the exact words from the text. You can change the wording or expand on the situation as needed to make sure that students understand the situation.

CHART 17-9. Adverb Clauses of Condition:Using *In Case*. Page 381

Time: 5–10 minutes

In case is used to explain that something may possibly happen and that it is this possibility that is the rationale for other actions. For example: *I will take my purse with me in case we decide to stop at the store.* In other words, the reason I'm doing one thing (taking my purse) is that something else might happen (we may decide to 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. When people carry umbrellas, they are prepared *in any case*.

- Now illustrate this concept by writing an easily understood example on the board.
People carry umbrellas in case it rains.
- Ask students for other examples of actions they do or precautions they take that can be explained using *in case*.
Maria always brings her cell phone in the car in case there is an emergency.
Tetsuo brings a book with him when he commutes in case he gets bored.
- Write their feedback on the board using the target structure. For example:
Maria always brings her cell phone in the car in case there is an emergency.
Tetsuo brings a book with him when he commutes in case he gets bored.
- Go over the chart as a class.

□ **EXERCISE 31.** Looking at grammar.

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Time: 5–10 minutes

- Put students in pairs or small groups to complete the items.
- Encourage students to be as creative and comprehensive in their responses as they can be.
- Review as a class. You can have groups write their responses on the board to compare and discuss.

CHART 17-10. Adverb Clauses of Condition:

Using *Unless*. Page 382

Time: 5–10 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 sixteen.

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 positive, 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,
and 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 gets homework in grammar class.
Paulo will go to a movie tonight if he doesn't get homework in grammar class.
- Ask students to tell you something that they plan to do *unless* a particular condition is not met. Write their responses on the board.

- Help get students 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.
- Go over the chart as a class.

□ **EXERCISE 33.** Looking at grammar.

Page 382

Time: 5–10 minutes

Expect that some students may have difficulties with *unless*, and schedule a little extra time for this first exercise to ensure comprehension.

- Explain to students that they are restating the idea in the original sentence, but that they will use *unless*.
- Write their answers on the board as visual reinforcement.

□ **EXERCISE 34.** Looking at grammar.

Page 382

Time: 5–10 minutes

Because you will have done the preceding exercise very carefully with students, they should be ready to try this one without as much support from you.

- Give students time to work through the items either independently, in pairs, or in small groups.
- Encourage students to be creative and use advanced vocabulary (that they have control over) to complete each item.
- You can have different groups or pairs write their completions on the board for comparison.

CHART 17-11. Adverb Clauses of Condition:

Using *Only if*. Page 383

Time: 5–10 minutes

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

Some students may be familiar with the concept of “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 this. 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 verb in the main clause is inverted.
- Write an example of this case on the board, and highlight the inversion by underlining it.
Only if Miyako can find the money will she be able to buy a new car.
- Go over the chart as a class.

□ **EXERCISE 36.** Looking at grammar.

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Time: 5–10 minutes

- Help students see the original condition more clearly by writing on the board:
If you want Saturday off, you must work Thursday.
- Point out that items 1 and 3 also restate the original *only if* condition.

□ **EXERCISE 37.** Looking at grammar.

Page 384

Time: 10 minutes

Part I

- Set up the situation in each item so that students understand it. In order to ensure this, you may need to have students read each situation aloud and discuss it.
- It is not necessary that you or your students use exactly the same words that are in the text; just explain / discuss each situation briefly and naturally enough so that students understand it.
- You can make up similar items using students' names and situations.

Part II

- Give students ample time to come up with their own completions.
- Help them explain the situation they had in mind to other students if it is not obvious from their initial completions.

□ **EXERCISE 39.** Looking at grammar.

Page 385

Time: 5–10 minutes

- Do this exercise orally as a quick review.
- One student can answer, and another can then indicate the necessary punctuation in the sentence.
- Every answer should contain the two given ideas about rain and the party (unless you wish to encourage more creativity).

Expansion: Put students into groups and have each group create another situation which is dependent on certain conditions. Have students in each group come up with sentences using the words in items 1–5, in Exercise 39 to describe what conditions must be met. However, students should be somewhat vague and deliberately ambiguous about what the situation is. They can then present the sentences using *whether or not*, *even if*, *in case*, *unless*, and *only if* to the class and have their classmates guess the original situation.

Possible sample sentences:

We will go on this trip whether or not we are cold.

We will carry out our plans even if we are extremely cold and wet.

In case the conditions are not naturally ideal, there will be snow-making equipment.

We will go unless it rains or becomes unseasonably warm.

Only if we are ready to enjoy the outdoors and perhaps fall often will we have a good time.

What are we going to do?

Answer: *Go skiing!*

□ **EXERCISE 40.** Reading and grammar.

Page 385

Time: 10–15 minutes

Part I

- Have students read the passage individually and be prepared to discuss or restate the most important points.
- Ask students if they can relate the premise of this passage to their own experiences, particularly those as language and grammar learners.
- Discuss this with students.

Part II

- Have students complete the sentences individually.
- Ask various students to read their completions aloud.
- Ask students to write some of these completions on the board to allow for comparison of both sentence content and structure / punctuation, etc.
- Discuss as a group.