

GRAMMAR



This section covers conditionals and time clauses.

Remind students to prepare for this lesson in advance by watching the Grammar video at home using *Outlook 1 Interactive Student (IS)*. If you are using *Outlook 1 Interactive Classroom (IC)*, you may wish to show students the Grammar video at the start of the lesson.

CONDITIONALS AND TIME CLAUSES

- A** Tell students to read the dialogue. Ask them which conditionals are used in the dialogue and which tenses are used in these sentences.

ANSWERS

Sue: If you **arrive** early, you **get** pizza. zero conditional, Present Simple, Present Simple

Jake: If I **had known** about it a day or two ago, I **would have changed** my appointment. third conditional, Past Perfect Simple, *would have* + past participle

Sue: Well, if you **looked** at the school website once in a while, you'd **see** what's going on. second conditional, Past Simple, *would* + base form of verb

Sue: But, if you **want** to get involved, there **will be** plenty to do. first conditional, Present Simple, *will* + base form of verb

Jake: And **unless** you already **have** supplies, I'll **be** happy to bring some. first conditional, *unless* + Present Simple, *will* + base form of verb

- B** Tell students to read the text messages. Ask them if the time clauses in bold refer to the present or future.

ANSWERS

as soon as: the present

when: the future

Explain to your students that sentences containing a time clause are structured like zero and first conditional sentences (Present Simple / Present Simple or Present Simple / Future Simple). Point out that the time word / expression is always followed by the Present Simple.

For more information and practice of conditionals and time clauses, refer students to Grammar Basics: Rules and Basic Practice, Student's Book page 128.

For additional information, refer students to pages 115-116 of the Grammar Appendix in the Workbook.

- 1** Tell students to read the sentences and identify which conditional each one is. Then, tell them to choose the sentence closer in meaning to the original sentences.

ANSWERS

- 1 zero conditional, b
- 2 third conditional, a
- 3 second conditional, b
- 4 first conditional, b

- 2** Tell students to match A to B to form sentences.

ANSWERS

- 1 c 2 d 3 a 4 e 5 b



LOOK OUT!

Read the information on giving advice with the students. Point out that when giving advice, we can say: *If I were you ...* ✓

NOT: *If I was you ...* ✗

3 Tell students to complete the sentences using a zero, first or second conditional or a time clause.

ANSWERS

- 1 won't have 3 wouldn't leave 5 stay
2 become 4 donate 6 were

4 Tell students to write sentences with the words listed, using the third conditional.

ANSWERS

- 1 He wouldn't have lost his sight if he had received better health care.
- 2 Malala Yousafzai wouldn't have become an activist if people had allowed education for girls.
- 3 If their wages hadn't been low, they wouldn't have gone on strike.
- 4 I would have asked for help if I had needed it.

OPTIONAL ACTIVITY: ERROR CORRECTION

Write the following sentences on the board and tell students to identify and correct the mistakes:

- 1 Unless we went on strike, we won't achieve our goals.
- 2 Unemployment won't be so high if there were factories in this area.
- 3 If Iceland hadn't introduced curfews, the situation will never has improved.
- 4 Refugees will be assisted as soon as they will arrive at the shelter.
- 5 Crime wouldn't be an issue if there aren't so many gangs.

ANSWERS

- 1 Unless we **go** on strike, we won't achieve our goals.
- 2 Unemployment **wouldn't** be so high if there were factories in this area.
- 3 If Iceland hadn't introduced curfews, the situation **would never have** improved.
- 4 Refugees will be assisted as soon as they **arrive** at the shelter.
- 5 Crime wouldn't be an issue if there **weren't** so many gangs.

GRAMMAR IN CONTEXT

5 Tell students to read the text *An Unusual Superhero* and complete the gaps using the verbs in brackets and conditionals or time clauses. You may first want to check students' understanding of *witness* (v), *bullied*, *contest* and *endless*. Then tell students to listen (Class CD 2, Track 16) and check their answers.

ANSWERS

- 1 would ... do 4 create
2 had had 5 disappears / will disappear
3 turns into 6 will come

6 Tell students to read the first sentence and then complete the second sentence with the verbs in the brackets. Tell students to use a suitable conditional or time clause. Check students' understanding of *carbon footprint* (sentence 1) and *vocational programmes* (sentence 4).

ANSWERS

- 1 stops, will eat
- 2 is, don't have
- 3 would help, supplied
- 4 had received, wouldn't be
- 5 are, will continue

7 Tell students to complete the sentences using the words in brackets. Tell them to use conditionals or time clauses. Remind students not to change the original meaning of the sentences.

ANSWERS

- 1 If I were you, I would tell someone about the bullying.
- 2 Dan always gets his parents' permission before he goes to demonstrations.
- 3 If I hadn't had an exam, I would have gone to the demonstration.
- 4 He will join us when he finishes his speech.
- 5 Unemployment won't end unless the economy improves.

GRAMMAR IN USE

8 Ask students what they would do in three of the situations listed. Then, tell them to compare the answers with their partner. Check students' understanding of *hurtful* (situation 2).

POSSIBLE ANSWERS

- 1 If I found a dog, I would take it to a shelter.
- 2 If someone made hurtful comments about my friend's post, I would tell them that it's unkind.
- 3 I will never support a cause if I don't believe in it.
- 4 I wouldn't go to a demonstration if it were the day before an exam.
- 5 If I need money and I can't ask my parents for it, I'll borrow the money from my best friend.

[] **Workbook:** pages 40-41

[] **Teacher's All-in-One Pack:**
More Practice, page 195
Extension, page 211

For extra grammar exercises, refer students to:

