

6 If You Play, a Lot of People Will Come

Conditionals 1

Target patterns: *If . . . will . . .*

Communication skills: Talking about probable consequences
Using *if* to persuade
Using *if* to make promises

Language sets: Music

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Warm Up Making Connections

Write a puzzle on the board similar to the one in the illustration. One column contains the first part of a conditional sentence (without the *if*) and the other column contains the second part with the order mixed up. The students need to guess the puzzle, match the correct first and second parts, and put them in correct *if* sentences. The students then do the activity in pairs, in groups, or as a class, taking turns to make puzzles.

If Many People Come, We'll Raise a Lot of Money

The students can listen to the dialog, read it, or do both.

Anticipation questions

What would Michelle like Marc to do?

What will they be able to do if they raise \$10,000?

Follow-up questions

What will happen if Marc plays?

What will happen if you play?

What does Marc never do?

What do you never do?

Comprehension – personalization

T: *If Marc plays, a lot of animals will come.*

All students:

No! If Marc plays, a lot of people will come.

T: *What will happen if you play in the concert?*

S1: *If I play, . . .*

What will happen if you play on the concert?

S2: *If I play, . . .*

Continue in a chain.

T: *If they raise \$10,000, they'll be able to buy a lot of socks.*

All students:

No! If they raise \$10,000, they'll be able to buy a lot of food.

T: *What will you do if you raise \$10,000 dollars for charity?*

S3: *If I raise \$10,000, I'll . . .*

What will you do if you raise \$10,000 dollars for charity?

S4: *If I raise \$10,000, I'll . . .*

Continue in a chain.

Personalization

In pairs, in groups, or as a whole class, the students use the pattern "*If . . . , . . . will . . .*" to talk about their future plans, and have short follow-up conversations.

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Warm Up Brainstorming

Write the first part of conditional sentences (without the *if*) similar to the ones in the illustration of the board. Students think of a variety of ways to make conditional sentences that include each of the statements on the board. The students then do the activity in pairs, in groups, or as a class, taking turns to make puzzles. Either write new statements on the board or encourage the students to come up with their own starting statements.

If You Sing, It'll Be a Great Concert

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is probably going to play bass?

What will be bad for Marc's image?

Follow-up questions

What does Michelle hope Sachiko will do?

What do you hope you will do?

Who will never agree?

Who never agrees with you?

Comprehension – personalization

T: *If Marc sings and plays lead guitar, it'll be a terrible concert.*

All students:

No! If Marc sings and plays lead guitar, it'll be a great concert.

T: *What will happen if you sing and play lead guitar?*

S1: *If I sing and play lead guitar, . . .*

What will happen if you sing and play lead guitar?

S2: *If I sing and play lead guitar, . . .*

Continue in a chain.

T: *If Marc plays with Paula, Jin-Woo, and Sachiko, it'll be bad for his blood pressure.*

All students:

No! If Marc plays with Paula, Kim, and Sachiko, it'll be bad for his image.

T: *What will you do (it's a nice day tomorrow/ eat too much tonight/etc.)?*

S3: *If I . . . , I'll . . .*

What will happen if (the student's own idea)?

S4: *If I . . . , I'll . . .*

Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students take turns making incorrect "If . . . , . . . will . . ." statements. The others try to guess the correct statements.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

If I eat a lot of fried food, I will have a stomachache.

If I sleep too much, I won't finish my work.

If I become sick, I'll have to stay in bed.

Controlled Practice

If They Study Hard . . .

The students make two sentences about each

picture.

Sample answers

(The students may come up with good alternative answers.)

1. *If he studies hard, he will pass the exam.*
2. *If he passes the exam, he will graduate from college.*
3. *If he graduates from college, he will get a job and work very hard.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

If I study hard, I will speak English fluently.

If I don't study hard, my teacher will be angry.

If one of my friends studies hard, she will get a scholarship.

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Warm Up

Miming Consequences

Mime a sequence of conditional sentences similar to the ones in the illustration. Encourage the students to guess the sentences. The students then do the activity in pairs, in groups, or as a class, taking turns to mime sentences.

If You Marry Me, I'll Work Very Hard

The students can listen to the dialog, read it, or do both.

Anticipation questions

What will Romeo buy for Juliet?

If Romeo and Juliet marry, who will cook dinner?

Follow-up questions

What will happen if Romeo works very hard?

What will happen if you work very hard?

If Romeo marries Juliet, how much housework will he do?

If you marry (again), how much housework will you do?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board

with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, in groups, or as a class, the students take turns to propose to each other, make promises, and have follow-up discussions. Encourage the students to use humor.

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Communication Activities

A. Vacations

The teacher or students decide on a place (e.g. Hawaii, the Moon, Mount Everest). One student makes a sentence using the pattern *"If I go to (Hawaii), I'll take a (swimsuit)."* The next student says what the first student said and adds another item, so the pattern becomes *"If I go to (Hawaii), I'll take a (swimsuit) and a (frisbee)."* The chain continues, each student adding a sentence.

B. Prompts

In pairs, students make *"If . . . , . . ."* sentences from board prompts or prompts given by other students. The activity can be done in groups if the name of a student or famous person is also given as a prompt. For example, *"If Manuel hits me, I'll hit him back."* (In this case, the prompts would have been *"Manuel"* and *"hit."*)

C. Complete the Sentence

One student takes a card from the top of the pile, reads it out, and then secretly writes down his/her idea for the first part of the sentence. The other students try to guess what the student has written down. The student can help by saying *"You're getting warmer"* or *"You're getting colder."*

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Review Exercises

Crossword

DOWN

1. take

2. are
3. ear
4. used
6. home
7. able
8. wonder
11. long
12. away
14. raise
16. other
17. music
19. been
20. know
21. why
24. so

ACROSS

1. teenager
5. as
6. hear
9. do
10. could
13. where
15. don't
17. my
18. disturb
22. since
23. else
25. only
26. wags

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.