

# 7 If It Isn't Raining, I Ride My Bike

## Conditionals 2

**Target patterns:** *If/When* with two present tenses  
*It depends on* + content clause + *if*

**Communication skills:** Answering questions with “*If . . .*”  
Talking about daily routines

**Language sets:** Daily routine words

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### Warm Up

#### Routines and Lifestyles

Ask individual students a question about their daily routine or lifestyle, for example, “*What time do you go to bed?*” or “*What sport do you like?*” If necessary, follow up with other questions so that it’s natural for students to qualify their initial answer with “*If . . .*” For example, say “*Always?*” “*Every day?*” etc. When a student is trying to express himself/herself, help him/her make a conditional sentence. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

### If I Leave Home Early, It Takes About Forty Minutes

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

#### Anticipation questions

*How does Emel get to school?*  
*How long does it take if it isn't raining?*

#### Follow-up questions

*What does Emel do if it isn't raining?*  
*What do you do if it isn't raining?*

*What happens if Emel is late in the morning?*  
*What happens if you are late in the morning?*

#### Comprehension – personalization

T: *How . . . Emel . . . school?*  
S1: *How does Emel get to school?*  
S2: *If it isn't raining, she rides her bike.*  
*How do you get to school/work?*  
S3: *If . . .*  
Continue in a chain.

T: *How long does it take Emel to get to school?*  
All students (helping each other):  
*If she leaves home early, it takes about forty minutes. But if she's late, there's too much traffic and it takes longer.*

S4: *How long does it take you to get to school/work?*

S5: *If . . . But if . . .*  
Continue in a chain.

### Personalization

In pairs, in groups or as a class, the students ask each other about things they do at various times of the year. They answer starting with “*If . . .*”

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### Warm Up

#### Stating Conditions

Invite students to do things with you, for example, “*Would you like to play tennis tomorrow?*” After doing this a few times, get the students to invite you to do things, and answer using the pattern “*Only if . . .*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

### Only if You Play in Michelle's Concert

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

#### Anticipation questions

*Does Emel want to dance with Marc?*  
*Why is Marc going to play in the concert?*

#### Follow-up questions

*What does Emel have to do?*  
*What do you have to do?*

*What will Emel do next week if Marc gives a lot of money to charity?*  
*What will you do next week if you are not busy?*

#### Comprehension – personalization

T: *Does Emel want to dance with Marc?*  
S1: *Only if he plays in Michelle's charity concert.*  
*Do you want to dance with Marc?*  
S2: *(Only) if . . .*  
Continue in a chain.

T: *What will Emel do if Marc gives all the money from his next album to charity?*

All students (helping each other):

*If Marc gives all of the money from his next album to charity, Emel will go dancing with him every night next week.*

T: *What will you do if (you pass your exam/your soccer team wins the league/etc.)?*

S1: *If . . . , I'll . . .*

*What will you do if (the student's own idea)?*

S2: *If . . . , I'll . . .*

Continue in a chain.

## Personalization

In pairs, groups, or as a class, the students ask each other about the interests and daily routines of their family members and friends. They answer questions starting with "If . . ."

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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

*When I get up early, I have a big breakfast.  
If I go to bed late, I'm very sleepy the next day.  
We will win the soccer game only if we train hard.*

## Controlled Practice

### What Do They Do on Sunday?

The students make sentences about each picture.

### Sample answers

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

- It depends on what season it is. If it's winter, he goes skiing. If it's summer, he goes surfing.*
- It depends on whether he's busy. If he's busy, he washes an elephant. If he's not so busy, he washes his car.*

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

### Sample answers

*It depends on how busy I am. If I'm busy, I use my computer all day. If I'm not so busy, I relax with my family.*

*It depends on when I get home. If I get home early, I have dinner at about seven o'clock. If I get home late, I sometimes have dinner at nine or ten o'clock.*

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## Warm Up It Depends

Encourage the students to ask you questions about your routine or lifestyle, for example, "*What do you do on Sunday?*" or "*What kind of food do you like?*" Answer using the pattern "*It depends on . . .*" The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

## It Depends on How Tired I Am

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

### Anticipation questions

*What does he usually do on Sunday?*

*What does he usually hunt?*

### Follow-up questions

*What does Boris do when he's tired?*

*What do you do when you are tired?*

*What does Boris do if he feels like fresh food?*

*What do you do if you feel like fresh food?*

### 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, one student asks the other about his/her daily routine or interests. The other student answers using the pattern "It depends on . . . If . . . , . . . (But) if . . . , . . ."

## Communication Activities

### A. Tennis

The game can be played as singles or doubles. One student serves by making a conditional sentence which has both halves in the present tense (e.g. "If I'm hungry, I eat a lot"). The opposing student hits back by starting a new conditional sentence with the second part of the previous sentence (e.g. "If I eat a lot, I feel sick"). The rally continues until one player cannot make a sentence or hesitates too long.

### B. Answering "If . . ."

Students either ask each other questions in pairs, or a group of students ask one student questions. Answers have to start with "If . . ." The student gets one point for each question answered. An alternative is for the same student to continue answering questions until he/she hesitates to answer.

### C. It Depends on . . .

The students are in pairs. One student picks up a question card. The other student picks up an answer card and has to complete the sentence using the pattern "If/When . . . . But if/when . . . ."

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

### Sample answers

#### Role play

You: *If you marry me, I'll work very hard and buy a big house.*

Dream partner: *Sorry. That's not enough.*

You: *If you marry me, I'll do all the housework.*

Dream partner: *I need more than that.*

You: *If you marry me, we can travel around the world together.*

Dream partner: *That sounds nice. Let's get married tomorrow.*

#### Picture prompts

*He could talk when he was two.*

*He could play soccer when he was eight.*

*He could hunt when he was ten.*

*She's wondering where to go.*

*She's wondering when to go.*

*She's wondering if/whether she should take a lot of money / She's wondering how much money to take.*

## Personal Record

### Tennis

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

### Answering "If . . ."

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.