

# Lesson 14 Conditional Verb Forms (pages 70–75)

**GAIN Learning Objective** *Verb Forms: Make correct verb form choice in sentence with if clause*

## Focus

Write the following line from the song *If I Had a Hammer* by Lee Hays and Pete Seeger on the board: “If I had a hammer, I’d hammer in the morning. I’d hammer in the evening, all over this land.” Discuss that there are many different ways to express conditional or hypothetical meanings in the English language. One way is to use the word *if* in the clause that expresses the condition. According to the song, what would be the result of “If I had a hammer?” Have students read pages 70 and 71.

## Model

A conditional format is used when the writer expresses an action or an idea that is dependent on a condition, on something that is only imagined in the present, in the past, or in the future. Conditional sentences consist of two parts, the dependent or subordinate *if* clause and the main or result clause. There are two basic ways to write a conditional sentence. To describe a conditional sentence, draw the following two charts on the board.

If	Condition	Result

Result	If/When	Condition

Have students create an *if* condition, such as *If it rains today*. Complete the sentence with a result, such as *I will need my umbrella*. Model for students how the same sentence can be structured differently by putting the result first. Example: *I will need my umbrella if it rains today*. Have students create additional ideas to insert into the tables. Use different verb tense forms. Discuss why different tense forms are used. Have students complete **Try It** on page 72 and check their answers.

## Teaching Tip

A comma follows when an *if* dependent clause is placed at the beginning of a sentence. When a result clause begins a sentence, a comma is not needed.

## GAIN Practice

Have students complete the **GAIN Practice** on pages 73–75. Have students check their answers. To assist students with specific questions, ask: *How did you decide what verb tense to use? What is the conditional clause? What is the result of the condition?* Discuss rules for correct verb tense if students have difficulty.

## Active Learning

Have students work in teams. Provide each team with main clauses and conditional clauses written on slips of paper or flashcards. Some examples are:

*If I buy a car    I would tell you    If Julia knew the answer    I would have watched*

Have each team create conditional sentences using each idea. For example, *If I buy a car, I can drive to my job*. Have students share their conditional sentences with the class. Have each team explain how they decided which verb form was correct.

## Differentiate

Have students use a chart as a reference when developing conditional sentences. A graphic organizer serves as a quick resource for students with learning disabilities who may have difficulty remembering which verb form to use in each part of the conditional sentence.

Conditional Clause Verb Tense	Main Clause Verb Tense
Present	Future
Present	Present
Past	Would + Present
Past Perfect	Present Perfect