Chapter 20: CONDITIONAL SENTENCES AND WISHES

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
Basic verb form usage in conditional sentences	20-1 → 20-4	Ex. 1 → 10	Pr. 1 → 2
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Review		Ex. 20 → 24	Pr. 10 → 11
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Verb forms following *wish*	20-10 → 20-11	Ex. 26 → 32	Pr. 13 → 14
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General Notes on Chapter 20

• OBJECTIVE: Conditional sentences are among the most useful forms for communicating suppositions about events or situations that are contrary to reality. Students who learn to form these clauses correctly will add a very important dimension to their ability to understand and use English in order to communicate complex information in both speech and writing.

• APPROACH: Since verb forms are used for distinctions of meaning in conditional sentences, the chapter begins with a summary of their use in presenting factual and contrary-to-fact information. Then variations in conditional sentences are introduced, including the use of *as if* and *as though*. The chapter ends with a unit on expressing wishes. Many of the exercises in this chapter provide opportunities for students to communicate their own ideas.

• TERMINOLOGY: An *if*-clause is also called a "clause of condition."

☐ **EXERCISE 1, p. 412.   Preview: conditional sentences.   (Charts 20-1 → 20-4)**

As a preview, this exercise asks learners to understand the meaning of conditional sentences. Give them a few moments to complete the exercise, then lead a discussion.
    As you discuss items in subsequent exercises in this chapter, ask the same kinds of questions posed in this exercise to make sure your students understand the meanings of the conditional sentences.

ANSWERS: **2.** a. no   b. yes   c. no   **3.** a. yes   b. no   c. yes   **4.** a. no   b. yes
5. a. yes   b. no   c. no   **6.** a. no   b. yes   **7.** a. yes   b. no   **8.** a. no   b. no
c. yes

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│  CHART 20-1:   OVERVIEW OF BASIC VERB FORMS USED IN           │
│                CONDITINAL SENTENCES                           │
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CHART 20-1:   OVERVIEW OF BASIC VERB FORMS USED IN CONDITIONAL SENTENCES

• This chart summarizes the information in the next three charts. It is helpful to have a wall chart or transparency of these verb forms for you to point at and the students to refer to during discussion of the exercises. When information about using progressives and other modals is introduced in later charts, this basic chart can be expanded to include them.

• It is assumed that the students are somewhat familiar with conditional sentences. You might introduce this chapter with an oral exercise in which you ask leading questions: *What would you do if there were a fire in this room? What would you have done if you hadn't come to class today? What would you do if I asked you to stand on your head in the middle of the classroom? If you were a bird/cat/mouse/etc., how would you spend your days? etc.*

• Some students may think that conditional sentences are odd and unimportant. Assure them that conditionals are common, in daily conversation as well as writing. They are the only way to express some ideas. You might mention that one situation in which they are especially common is sports broadcasting (e.g., *If Smith hadn't fallen down, he would have scored easily*).

☐ **EXERCISE 2, p. 413.   Basic verb forms in conditional sentences.   (Chart 20-1)**

Using the chart, focus attention on the true/untrue distinction. Then point out the verb tenses in each type of clause. Relate these to the time phrases in this exercise.

You or a student could read aloud the situation. Then a volunteer could complete the statement.

ANSWERS: **2.** have . . . will write   **3.** had . . . would write   **4.** had . . . would write   **5.** had had . . . would have written

CHARTS 20-2 AND 20-3:   TRUE AND UNTRUE (CONTRARY TO FACT) IN THE PRESENT OR FUTURE

• Conditional sentences have a sort of "truth value" in the mind of the speaker. The *if*-clause contains a condition under which, **in the speaker's opinion,** an expected result might or might not occur. The result-clause can state the speaker's prediction of an outcome.

• Like adverb clauses of time, an *if*-clause usually does <u>not</u> contain a future tense verb, *will* or *be going to*. This is a fact about English usage that must be learned, even though it might seem illogical to some students. A language is not a logical set of scientific formulas or rules; it is a complex, flexible instrument of communication based on traditions and preferences. Students should understand this point by the time they complete this book.

• In everyday conversation, the subjunctive use of *were* instead of *was* with singular subjects is more typical of American than British English. Favoring formal usage, the text encourages the use of *were,* but either is correct. [See examples (b) and (c) in Chart 20-3.]

• Some learners find this sentence fun: *I would if I could, but I can't, so I won't.* It captures the distinction between the conditional and the factual.

☐ **EXERCISE 3, p. 415. True in the present or future. (Chart 20-2)**

Encourage students to refer to the chart if necessary. There are a lot of rules to keep in mind, but the form of each question in this exercise shows the form of the answer.

☐ **EXERCISE 4, p. 415. Present or future conditional sentences. (Charts 20-2 and 20-3)**

Pairs of items in this exercise are related, showing true and untrue conditional statements. ("Untrue" does not mean that the speaker is lying, of course. It means that he or she is speaking of some situation that does not or cannot truly exist. The situation is hypothetical, not real. Untrue is defined as "contrary to fact" or "the opposite of what is true and real.")

Students could work on two items at a time. After a minute or so, lead them in a discussion of the correct forms and the differences in meaning. Try to help them understand that the speaker communicates an opinion about the truth value by his/her choice of verb forms. Ask leading questions about the truth value throughout: e.g., *Am I (the speaker) going to bake an apple pie? Do I have enough apples? Do I know if I have enough apples? Do I want to bake an apple pie?*

ANSWERS: **2.** would bake **3.** have **4.** had **5.** is **6.** were **7.** would not be . . . were **8.** floats / will float **9.** were . . . would not exist **10.** does not arrive **11.** were . . . would not want **12.** would human beings live . . . were [*eradicated* / ɪˈrædɪketəd/ = eliminated, destroyed] **13.** disappears / will disappear **14.** had . . . would have to . . . would not be

☐ **EXERCISE 5, p. 416. Activity: present or future untrue conditions. (Chart 20-3)**

These sentences are meant simply to give the students some ideas to play around with using conditional sentences.

☐ **EXERCISE 6, p. 417. Activity: present conditionals. (Chart 20-3)**

This is an exercise in discussing a hypothethical situation, the typical use of conditional sentences. You might note for the students that the *if*-clause doesn't need to be repeated in each answer but that the result clause, nonetheless, uses conditional verb forms.

The illustration is included to help students visualize the numbers of people they're talking about.

ANSWERS: [The conditional verbs are in **boldface**.]

If there **were** only one village on earth and (if) it **had** exactly 100 people, 51 of them **would be** women and 49 of them **would be** men.

More than half of the people in the village (57 of them) **would be** from Asia, the Middle East, and the South Pacific. Twenty-one of them **would be** from Europe, 14 from the Western Hemisphere, and 8 from Africa.

Half the people in the village **would suffer** from malnutrition.

Thirty of the villagers **would be** illiterate. Of those 30, 18 **would be** women and 12 **would be** men.

Only one person in the village of 100 people **would have** a college education.

Six of the villagers **would own** half of the village's wealth. The other half of the wealth **would be shared** among the remaining 94 villagers.

Thirty-three of the people **would be** below 15 years of age, while 10 **would be** over 65.

CHART 20-4: UNTRUE (CONTRARY TO FACT) IN THE PAST

• Looking back at past times, we know whether events really occurred or not. Using conditional sentences, we can talk about hypothetical past events and results that would have or could have occurred had certain conditions been present.

• It is possible to use *would* in *if*-clauses.
   Examples: *If you'd try harder, you'd learn more.*
       *If you **would**'ve told me about it, I could've helped you.*
   The text does not teach this usage because it is not possible in all situations and is generally considered nonstandard, especially in formal written English.

☐ **EXERCISE 7, p. 418.   Conditional sentences.   (Charts 20-1 → 20-4)**

In this exercise, three similar sentences are grouped together up to item 10. Lead students in a discussion of the differences in form and meaning among the grouped sentences.
   ERRATUM: Two consecutive items both appear as number 10. The second of these (at the top of page 419) should be number 11. This is corrected in subsequent printings.

ANSWERS: **1.** have   **2.** had   **3.** had had   **4.** will go   **5.** would go   **6.** would have gone   **7.** is   **8.** were . . . would visit   **9.** had been . . . would have visited   **10.** had realized . . . would not have made   **11.** had read . . . would not have washed   **12.** B: would/could have come . . . [*would/could have* is not repeated] washed . . . had told A: would have come . . . had called

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☐ **EXERCISE 8, p. 419.   Untrue in the past. (Chart 20-4)**

This is a pattern practice, with controlled responses, so students can easily check on one another's verb form usage and work out the answers together if need be. You could, of course, choose to lead the exercise yourself if you think it's too difficult for your students.
   Often speakers add emphasis to the word *had* in the *if*-clause in responses that begin with *But if*.

ANSWERS: **1.** But if I had known (that my friend was in the hospital), I would have visited her.   **2.** But if I had known (that you'd never met my friend), I would have introduced you.   **3.** But if I had known (that there was a meeting last night), I would have gone. **4.** But if I had known (that my friend's parents were in town), I would have invited them to dinner.   **5.** But if I had known (that you wanted to go to the soccer game), I would have bought a ticket for you.   **6.** But if I had known (that you were at home last night), I would have visited you.   **7.** But if I had known (that my sister wanted a gold necklace for her birthday), I would have bought her one.   **8.** But if I had known (that you had a problem), I would have offered to help.

☐ **EXERCISE 9, p. 420.   Untrue conditionals. (Charts 20-3 and 20-4)**

Students should be able to respond orally. If that is too difficult, they could do the exercise as written seatwork, then glance at their written answers when they respond orally.
   Most speakers add emphasis to the first auxiliary in the *But if*-clause.

ANSWERS: **2.** But if there were a screen on the window, there wouldn't be so many bugs in the room. **3.** But if I had had enough money, I would have bought a bicycle. **4.** But if I did have enough money, I would buy a bicycle. **5.** But if you had listened to me, you wouldn't have gotten into so much trouble. **6.** But if she had not received immediate medical attention, she would have died. **7.** But if she had passed the entrance examination, she would have been admitted to the university. **8.** But if we had stopped at the service station, we wouldn't have run out of gas.

☐ **EXERCISE 10, p. 420.   Untrue conditional sentences. (Charts 20-3 and 20-4)**

Students could begin with *But if,* using the pattern in Exercises 8 and 9. Then they should add emphasis to the first auxiliary.

POSSIBLE COMPLETIONS: **1.** If I had been absent from class yesterday, I would have missed a quiz. **2.** If I had enough energy today, I would go jogging in the park. **3.** If ocean water weren't salty, we could drink it. **4.** If our teacher didn't like his/her job, he/she would change professions. **5.** If people had wings, we wouldn't have to rely on cars or airplanes for transportation. **6.** If you had asked for my opinion, I would have given it to you. **7.** If water weren't heavier than air, the earth as we know it couldn't exist. **8.** If most nations didn't support world trade agreements, international trade would be impossible.

☐ **EXERCISE 11, p. 421.   Review: conditional sentences. (Charts 20-1 → 20-4)**

These items are past, present, and future. Students must identify the time and also the truth value, then use appropriate verb forms. They should be given time to do this as seatwork or homework before discussing their answers.

ANSWERS: **1.** were . . . would tell **2.** had had . . . would have taken **3.** have . . . will give **4.** had . . . wouldn't have to **5.** had been . . . wouldn't have bitten **6.** would we use . . . didn't have **7.** doesn't rain . . . will die . . . die . . . will go [*draught* /draut/] **8.** had not collided /kəlaidəd/ . . . would not have become . . . would be . . . still existed . . . would be

☐ **EXERCISE 12, p. 422.   Untrue conditionals.   (Charts 20-3 and 20-4)**

You could use this as a books-closed oral exercise to stimulate discussion. Lead students through the examples first.
    As an alternative format, Student A could make a true statement and then Student B could make a conditional sentence about that statement.

ANSWERS: [These depend on students' creativity.]

☐ **EXERCISE 13, p. 422.   Conditional sentences.   (Charts 20-1 → 20-4)**

Substituting an auxiliary for a verb phrase to avoid unnecessary repetition isn't explained in the text, as the students are assumed to be familiar with these patterns. However, some students may have difficulty with this exercise. Its purpose is to prepare for the next oral exercise, so you should take time now for discussion of the patterns.
    In speaking, the word in each blank space should be given emphasis followed by a slight pause.
    NOTE: In items 9 and 12, BrE tends to use *got*—*wouldn't have **got** infected* and *would have **got** worried*—where AmE prefers *gotten*.

ANSWERS: **4.** did **5.** weren't **6.** had **7.** were **8.** didn't **9.** had **10.** didn't **11.** weren't **12.** hadn't

☐ **EXERCISE 14, p. 423.   Conditional sentences.   (Charts 20-1 → 20-4)**

Use this as a teacher-led, books-closed oral exercise if you prefer.

ANSWERS: [These depend on students' creativity.]

CHART 20-5:   USING PROGRESSIVE VERB FORMS IN CONDITIONAL SENTENCES

• If students are unclear about the function and meaning of progressive verb forms, you might conduct a review of the relevant parts of Chapters 1 through 3. A "progressive situation" is one in which an activity is (was / will be / would be) in progress during or at a particular time.

☐ **EXERCISE 15, p. 423.   Using progressive verb forms in conditional sentences. (Chart 20-5)**

These answers should be spoken with emphasis on *be* or the first auxiliary.

ANSWERS: **2.** But if she were here, the child wouldn't be crying.   **3.** But if you had been listening, you would have understood the directions.   **4.** But if he hadn't been driving too fast, he wouldn't have gotten a ticket.   **5.** But if I hadn't been listening to the radio, I wouldn't have heard the news bulletin.   **6.** But if it weren't broken, Grandpa would be wearing it.   **7.** But if you hadn't been sleeping, I would have told you the news as soon as I heard it.   **8.** But if I weren't enjoying myself, I would leave.

CHART 20-6:   USING "MIXED TIME" IN CONDITIONAL SENTENCES

• Most books don't point out this usage, but it is very common in both speech and writing. It is assumed the students have control of the basic conditional verb forms outlined in Chart 20-1 and are ready to practice variations that are common in actual usage: progressive verb forms, mixed time, use of other modals, omission of *if,* implied conditions.

☐ **EXERCISE 16, p. 424.   Using "mixed time" in conditional sentences.   (Chart 20-6)**

EXPANSION ACTIVITY: Have Speaker A make a statement about his/her past activities. Have Speaker B say what s/he would have done if s/he were Speaker A. Example:
    SPEAKER A: *I ate dinner at the student cafeteria last night.*
    SPEAKER B: *If I were you, I would have eaten at Luigi's Restaurant on 5th Street.*

ANSWERS: **2.** But if you hadn't left the door open, the room wouldn't be full of flies.
3. But if you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.   **4.** But if I had finished my report yesterday, I could begin a new project today.   **5.** But if she had followed the doctor's orders, she wouldn't be sick today.
6. But if I were you, I would have told him the truth.   **7.** But if I knew something about plumbing, I could/would fix the leak in the sink myself.   **8.** But if I hadn't received a good job offer from the oil company, I would seriously consider taking the job with the electronics firm.

CHART 20-7: OMITTING *IF*

• Of the three examples in this chart, the one with *had* is the most commonly used in both conversation and writing.

• The example with *should* is somewhat formal usage.

• The example with *were* is less frequent than the others, especially in conversation. *Was* is not substituted for *were* in this pattern.

□ **EXERCISE 17, p. 425.   Omitting IF.   (Chart 20-7)**

This is a simple transformation exercise designed to help students become familiar with the pattern. You or a student could read the item aloud, then another could change it to the new pattern. Or students could do this in pairs.

ANSWERS: **2.** Were I you, I wouldn't do that.   **3.** Had they realized the danger, they would have done it differently.   **4.** Were I your teacher, I would insist (that) you do better work.   **5.** Should you change your mind, please let me know immediately.
6. She would have gotten the job had she been better prepared.   **7.** Were I you, I would look for another job.   **8.** Should you need to reach me, I'll be at the Hilton Hotel in Seoul.
9. Had they not dared to be different, the history of civilization would have to be rewritten.
10. Should there be a global nuclear war, life on earth as we know it would end forever.

CHART 20-8:   IMPLIED CONDITIONS

• These examples show one of the most common uses of conditional verb forms. A result-clause does not always come neatly attached to an *if*-clause in actual usage. Many of the uses of *would* and *could* in daily conversation express results of implied conditions. In writing, one condition expressed near the beginning of a composition can affect verb forms throughout. In Exercise 6 in this chapter (concerning the village of 100 people), one *if*-clause in the first sentence sufficed to require the use of conditional verb forms in all the result-clauses in all the remaining sentences.

□ **EXERCISE 18, p. 425.   Implied conditions.   (Chart 20-8)**

An understanding of implied conditions expands students' communicative repertoire.

ANSWERS: **3.** I would have answered the phone *if I had heard it ring.*   **4.** I couldn't have finished the work *if you hadn't helped.*   **5.** I would have gone to Nepal last summer *if I had had enough money.*   **6.** *If I had not stepped on the brakes,* I would have hit the child on the bicycle.   **7.** *If Olga had not turned down the volume on the tape player,* the neighbors probably would have called to complain about the noise.   **8.** Tarek would have finished his education *if he had not had to quit school and find a job.*

□ **EXERCISE 19, p. 426.   Implied conditions.   (Chart 20-8)**

Students might enjoy working in pairs or small groups to complete these sentences. They could write a few good ones on the chalkboard for discussion.

SAMPLE ANSWERS:
1. I would have finished my report before I left work yesterday, but I didn't have time.
2. I couldn't have paid for my trip to New Zealand without my parents' help.
3. I would buy a Ferrari, but I don't have enough money.
4. I ran out of time. Otherwise, I would have finished my report before the meeting.
5. I could go to an Italian restaurant with my friends tonight, but I don't want to.
6. I would have gone to the meeting, but I didn't know about it.
7. Without water, all life on earth would die.
8. I set my alarm for six every morning. Otherwise, I would be late to work.
9. I set my alarm for six this morning. Otherwise, I would have been late to work.
10. I would have invited your brother to join us for dinner, but I didn't know he was in town.

☐ **EXERCISE 20, p. 426.   Review: conditional sentences.   (Charts 20-1 → 20-8)**

Encourage the use of contractions (e.g. *wouldn't, hadn't*), especially in the dialogues.

ANSWERS: **1.** would/could spend   **2.** would/could have sent   **3.** is completed
4. weren't snowing   **5.** would have gone   **6.** would be   **7.** were . . . would
be   **8.** had not been sleeping   **9.** would forget . . . were not   **10.** did not
outnumber . . . could not eat   **11.** A: were not B: would be sleeping   **12.** were . . .
would not be ["Boy!" is an exclamation of surprise. It does not refer to anyone, male or female.
"You said it!" = I agree with you completely.]   **13.** would not be . . . had   **14.** would have
been ["Hi" is an informal "Hello."]   **15.** would not ride ["No way!" = Definitely not. OR
That's impossible.]   **16.** would not have come . . . had known   **17.** will tell

☐ **EXERCISE 21, p. 427.   Review: conditional sentences.   (Charts 20-1 → 20-8)**

This could be written, then read aloud and discussed by the class. Alternative versions
could be presented and evaluated.

SAMPLE COMPLETIONS: **1.** If it hadn't rained yesterday, we would have had our barbecue
outdoors.   **2.** If it weren't raining, we would be going to the park today.   **3.** You would
have passed the test had you studied for it.   **4.** Otherwise, we would have missed the
turn.   **5.** Without electricity, modern life would be very different.   **6.** If you hadn't
reminded me about the meeting tonight, I would have forgotten about it.   **7.** Should
you need any help, please ask me for assistance.   **8.** If I could choose any profession I
wanted, I would be a marine biologist.   **9.** If I were at home right now, I would be
taking a nap.   **10.** Without your help yesterday, I could not have finished painting the
kitchen.   **11.** Were I you, I would finish my degree before returning home.
12. What would you do if you had a chance to go to the moon?   **13.** If I had the chance
to live my childhood over again, I would keep a diary.   **14.** Had I known the test would
be so easy, I would not have stayed up late studying for it.   **15.** Can you imagine what
life would be like if humans had never invented the wheel?

☐ **EXERCISE 22, p. 428.   Activity: conditional sentences.   (Charts 20-1 → 20-8)**

The purpose of this exercise is to prompt spontaneous, interactive use of conditional
sentences. Your task is to set up a situation for a student to respond to. It isn't necessary to
use the exact words in the book, and you may wish to substitute other situations that are
more familiar to your students. The responses should usually begin: "I would (have) . . . ."
    You could ask for more than one response to an item. Sometimes people have quite
different reactions to the same situation.
    This exercise could be done in small groups, with only the leaders having open books.
Pair work is also an option.

ANSWERS: [These depend on students' creativity.]

☐ **EXERCISE 23, p. 429. Activity: conditional sentences.   (Charts 20-1 → 20-8)**

POSSIBLE ANSWERS:

1. If Ron didn't have a dinner meeting with a client, he could/would go to the ball game with Jim after work tonight. If Jim asks Ron to go to another ball game some other time, Ron might go.

2. Tommy wouldn't have got(ten) into a lot of trouble if he hadn't taken his pet mouse to school / if he hadn't let his friend Jimmy put the mouse in the teacher's desk drawer.

3. If Ivan hadn't already borrowed Dan's saw and never returned it, Ivan wouldn't be embarrassed (now) to borrow Dan's axe. If Ivan had been more careful, he wouldn't have lost the saw. If Ivan asked Dan for his axe, Dan probably wouldn't lend it to him.

☐ **EXERCISE 24, p. 430. Activity: conditional sentences.   (Charts 20-1 → 20-8)**

When assigning this exercise, you may want to set some limits such as how many topics each student should write about, how long the writing should be, and how many conditional sentences should be included.

It's excellent practice for <u>you</u> also to write this assignment. If you do it before you assign it to the students, you can get some idea of how challenging it is for them. This helps you design reasonable limits for the length of their writing. You could also share your writing with the class as a model of native-speaker rhetoric.

CHART 20-9:   USING *AS IF/AS THOUGH*

• The word "like" is often difficult for learners because it has many functions and meanings. The notes in this chart are useful in pointing out two common uses of *like*. However, the emphasis in the chart and the exercises is on *as if/as though,* not *like*.

☐ **EXERCISE 25, p. 430. Using AS IF/AS THOUGH.   (Chart 20-9)**

Be sure that students understand that even though they change a negative sentence to a positive form, they do not change its meaning or "truth value." The example should make this clear, but you might want to be sure the students understand it correctly.

Vocabulary Note: Most items in this exercise contain common sayings or idioms. The meanings should be clear from the contexts.

ERRATUM: Item 4 (at the top of page 431) is misnumbered "2." This is corrected in subsequent printings.

ANSWERS: **2.** as if/as though it were her native tongue.   **3.** as if/as though you'd seen a ghost.   **4.** as if/as though they were people.   **5.** as if/as though he were a general in the army.   **6.** as if/as though I had climbed Mt. Everest.   **7.** as if/as though he doesn't have a brain in his head.   **8.** as if/as though we had known each other all of our lives.
9. as if/as though a giant bulldozer had driven down Main Street. [*a bulldozer* = a large piece of earth-moving equipment]   **10.** as if/as though I had wings and could fly.   **11.** as if/as though he would burst.   **12.** would . . . would . . . would . . . would

CHART 20-10: VERB FORMS FOLLOWING *WISH*

• Noun clause verbs following *wish* are in a past form. The past form signifies "contrary to fact"—just as it does in conditional sentences in *if*-clauses. Discuss verb relationships:

"true" situation	→	"wish" situation
simple present	→	simple past
present progressive	→	past progressive
simple past	→	past perfect
present perfect	→	past perfect
will	→	*would*
am/is/are going to	→	*was/were going to*
can	→	*could*
could + simple form	→	*could have* + past participle

• *Wish* can also be followed by an infinitive, e.g.: *I wish to know the results of the test as soon as possible*. In this instance, *wish* is usually a more formal way of saying *want,* or a more direct (possibly impolite or imperious) way of saying *would like*.

• The subjunctive use of *were* instead of *was* with *I/he/she/it* is considered formal by some, standard by others.

• Some teachers like to compare *hope* and *wish*. See notes in this *Teacher's Guide* for Chart 20-11.

☐ **EXERCISE 26, p. 432.   Verb forms following WISH. (Chart 20-10)**

This exercise is a quick check on the students' understanding of Chart 20-10. If the students seem to be having difficulty, make up additional items to illustrate verb form usage in noun clauses following *wish*.

ANSWERS: **2.** were shining   **3.** had gone   **4.** knew   **5.** had told   **6.** were wearing   **7.** had   **8.** had gone   **9.** could   **10.** would lend   **11.** were coming   **12.** weren't going to give   **13.** could meet   **14.** had come   **15.** were lying

☐ **EXERCISE 27, p. 433.   Activity: verb forms following WISH.   (Chart 20-10)**

If possible, students' books should be closed. Repeat your question if necessary, and give them time to construct an answer.

ANSWERS: [These depend on students' creativity.]

☐ **EXERCISE 28, p. 433.   Verb forms following WISH.   (Chart 20-10)**

Only an auxiliary (helping) verb is required in each item. British and American English differ somewhat in usage. For example:
  3. *I can't sing well, but I wish I **could*** (AmE).   OR   . . . *I wish I **could do*** (BrE).
  4. *I didn't go, but I wish I **had*** (AmE).   OR   . . . *I wish I **had done*** (BrE).
  5. *He won't . . ., but I wish he **would*** (AmE).   OR   . . . *I wish he **would do*** (BrE).

ANSWERS: [The answers given here are American usage, also understandable in Britain. These shortened forms are used mainly in spoken English.]
6. had   **7.** could   **8.** did   **9.** had   **10.** could   **11.** would   **12.** were   **13.** had   **14.** did   **15.** were

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CHART 20-11:   USING *WOULD* TO MAKE WISHES ABOUT THE FUTURE

• When speakers want something to happen in the future and think it is possible, they usually use *hope* to introduce their idea: *I hope they (will) come.* When they want something to happen but think it is probably not possible, they'd probably use *wish*: *I wish they would come.*

• A common mistake is the use of *will* in the noun clause following *wish*:
   INCORRECT: *I wish they will come.*

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☐ **EXERCISE 29, p. 434.   Using WOULD to make wishes.   (Charts 20-10 and 20-11)**

Two students can read the cues. Then you can ask the questions, and volunteers can answer them.

ANSWERS: **1.** Rita wishes (that) it would stop raining. Yoko also wishes it would stop raining.   **2.** Anna wishes Yoko would come to the concert. Anna wishes Yoko would change her mind.   **3.** Bob's mother wishes he would shave off his beard. Bob probably wishes his mother wouldn't try to tell him what to do.   **4.** Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes and other stuff, and make her bed. Judy probably wishes Helen wouldn't nag her to pick up after herself. [*nag* = bother with constant questions]

☐ **EXERCISE 30, p. 435.   Using WISH.   (Charts 20-10 and 20-11)**

Give the class a few minutes to prepare their answers. Then you might have individuals answer the first four items, and have pairs read the dialogues.
   ERRATUM: In item 9B, the word "not" should be omitted. This is corrected in subsequent printings.

ANSWERS: **1.** were . . . were   **2.** had come . . . had come . . . would have had   **3.** weren't . . . were not . . . could/would go   **4.** had paid   **5.** had   **6.** would turn   **7.** A: were lying   B: were   **8.** A: didn't have   B: were   **9.** had   **10.** had not gone   **11.** would tell   **12.** A: were wearing   B: had known

☐ **EXERCISE 31, p. 436.   Using WISH.   (Charts 20-10 and 20-11)**

You should set up the questions so that students are eager to share their wishes and dreams with the class. If some of the items are not appropriate to your students, you might substitute others. It isn't necessary to use the exact words in the book; just ask the question in an interesting way.

ANSWERS: [These depend on students' creativity.]

☐ **EXERCISE 32, p. 436.   Using WISH. (Charts 20-10 and 20-11)**

You can lead this discussion, or break the class into groups or pairs.

ANSWERS: [These depend on students' creativity.]
6. [Note: The word "teleportation" may not be in the students' dictionaries. It is a sci-fi (science fiction) term that means sending something to a receiving unit by breaking it down into molecules and then reassembling it in its original form.]

☐ **EXERCISE 33, p. 437.   Activity: conditionals and wishes. (Chapter 20)**

These questions can prompt the spontaneous use of conditional sentences in a lively discussion. Encourage diversity of opinion.

ANSWERS: [These depend on students' creativity.]