

# CHAPTER 20

## Conditional Sentences and Wishes

### CHAPTER SUMMARY

**OBJECTIVE:** Conditional forms are necessary for expressing suppositions and what-if scenarios. Students who learn to use these forms correctly will add a very important dimension to their ability to understand and use sophisticated English. Because the grammar and tense use is complex, expressing conditionals grammatically can be a challenge. By presenting step-by-step instructions to students, you can help them better master these structures.

**APPROACH:** Since verb forms are used for distinctions of meanings in conditional sentences, the chapter begins with a summary of their use in presenting both factual and contrary-to-fact information. Variations in conditional sentences are introduced. The chapter ends with a section 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.”

**PRETEST.** What do I already know? Page 426.  
Time: 10 minutes

Though students may not have mastery of the mechanics of conditional sentences, they are likely to recognize what sounds “correct.” In addition, because conditionals are so common, students will have attempted to form conditionals throughout their English language learning and speaking lives.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices while you correct as a class.

#### Optional Vocabulary

lend college major  
connecting flight

► **EXERCISE 1.** Warm-up. Page 426.  
Time: 10 minutes

- Read the direction line aloud.
- Ask students to read both sentences aloud, and discuss which sentence is possible and which is unreal.

- Highlight that in the first item, the reason to use *lived* instead of *live* is that it is impossible for humans to live underwater.

#### Optional Vocabulary

marine coral reefs

**CHART 20-1.** Overview of Basic Verb Forms Used in Conditional Sentences. Page 427.  
Time: 10–15 minutes

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 to and for 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 students are somewhat familiar with conditional sentences. You might introduce this chapter with an oral exercise in which you ask leading questions (and then write them on the board).

*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 room?*

*If you were a bird / cat / mouse, etc., how would you spend your days?*

Students may be inclined to think that conditionals are not commonly used. However, you can remind them that one of the qualities that makes humans unique and designed for language use is that we can conceptualize situations that are not current, factual, and present. Most of what we deem worthy of discussing is what will happen in the future under certain conditions or even what could have happened in the past had conditions been different. Not only are conditionals extremely common, they are the only way to express so many human ideas. One common context for conditionals is sports broadcasting. For example:

*If the catcher hadn't struck out, the Red Sox would have won the World Series.*

- Write the chart title on the board.
- Tell students that understanding and using conditionals is a fundamental part of their general facility with the language, particularly when speaking.
- Explain that much of what humans like to talk about is “unreal.” People most love to talk about what will happen in certain cases, what could happen in the future, and what could have happened but didn’t.
- Emphasize that without being able to understand and use conditionals, students can’t participate in these natural speech functions.
- Remind students that they already have studied and used basic conditionals.
- Write an *if*-clause on the board and have students complete the sentence with a main clause. For example:

*If I continue to study English, \_\_\_\_.*

- Ask students for a variety of completions in the correct tense (future with *will*), and write some of these on the board.

*If I continue to study English, I will be eligible to apply for a new job in my company.*

*If I continue to study English, I will be prepared to move to the UK.*

*If I continue to study English, I will continue to improve.*

- Because conditionals should be reviewed for some students, write the column headings of Chart 20-1 on the board. Ask students to give you examples of each heading, and write them beneath.
- Now with your students, create examples with *if*-clauses in the required tense and result clauses in the required tense.
- Continue replicating as much of the chart as possible by eliciting information from students, writing the terms, and creating examples for both *unreal in the present / future* and *unreal in the past* scenarios.
- Go over the chart in the text as a class.

► **EXERCISE 2.** Looking at grammar. Page 427. Time: 10 minutes

- Have students decide which conditions are *real* and which are *unreal*.
- Ask students how they can determine that a condition is *unreal*.
- Discuss which sentences allow for volunteering.

**Optional Vocabulary**

volunteer  
animal shelter

► **EXERCISE 3.** Looking at grammar. Page 427. Time: 10–15 minutes

- Give students time to work through this exercise autonomously.
- Correct by having students read the completed sentences aloud.
- Have students discuss the time frames for all three scenarios. Which item is completely impossible and unreal?

► **EXERCISE 4.** Warm-up. Page 428.

Time: 10 minutes

- Ask students to read each item aloud.
- In each case, ask students whether the item describes a particular time in the future or a general rule of thumb about the baby’s sleeping habits.

**CHART 20-2.** Expressing Real Conditions in the Present or Future. Page 428.

Time: 10–20 minutes

Conditional sentences express a “truth value” in the mind of the speaker. The *if*-clause contains a condition under which, in the speaker’s opinion, an expected result may or may not occur. The result clause is the speaker’s prediction of an outcome.

Like adverb clauses of time, an *if*-clause usually does not contain a future verb tense (either *will* or *be going to*). Students can remember this structure from the first basic time clauses they learned to use, which combine *if / when* with simple present to indicate the future.

You may want to incorporate the following sentence into your teaching of this chart: *I would if I could, but I can’t, so I won’t.* It captures the distinction between the conditional and factual.

- Write the chart title on the board.
- Start by reviewing time clauses using *when* and the fact that these clauses are followed by the simple present tense.
- With students’ help, write a *when* time clause on the board.

*When Fabiana returns to Brazil, she will work in her mother’s business.*

- Explain that *if*-clauses function in the same way. Elicit an *if*-clause from your students and write it on the board.

*If Ahmad stays up too late, he \_\_\_\_ tired tomorrow.*

- Write the appropriate variations of the verb *become* on the board, and illustrate the possible result-clause tenses when a specific time has been determined.

*If Ahmad stays up too late, he will / could / may become tired tomorrow.*

- Ask students to take turns reading examples (a)–(g) from the chart aloud, and discuss the explanatory notes.

► **EXERCISE 5.** Looking at grammar. Page 428. Time: 10 minutes

- Ask different students to read each pair of sentences aloud.
- As a class, determine which sentence indicates a future result and which merely expresses a habitual truth or scientific fact.

- It can sometimes be hard for students to easily distinguish between structures that are so similar. Help them by reminding them of how we express common truths about the world (with simple present).
- Provide additional sentences that demonstrate the difference between a specific future and a habitual truth. In order to emphasize the difference, add specific time words. For example:

*If the weather is good, I run outside.*

*If the weather is good this weekend, I will run outside.*

### ► EXERCISE 6. Looking at grammar.

Page 428. Time: 10 minutes

- Give students time to work through each item as seatwork.
- Correct as a class.
- Have students explain exactly why they chose one verb over another, and discuss why, in some cases, both are correct.
- Emphasize that with such constructions, it may not always be completely clear whether an actual future or a general truth is being described. Remind students that their ability to see more than one possible verb is a good thing. It demonstrates a more sophisticated understanding of grammar, as is needed in this exercise where more subtle differences are discussed.

### ► EXERCISE 7. Let's talk. Page 429.

Time: 15 minutes

- Write the word *superstition* on the board.
- Ask students what the word means, and write all the words they come up with in a word web. For example:

*lucky*

*phenomenon*

*unlucky*

*habits*

*good fortune*

*irrational belief*

- Ask students if they are superstitious and whether they have any personal habits that are superstitions. Do they do any particular actions in the same order and/or way in order to ensure “good luck”?
- Have students get into pairs or groups and write conditional sentences that answer the questions about superstitions.
- Have groups present their *if*-statements in response to the questions.
- Correct the exercise as a class.

#### Expansion

Write additional superstitions on index cards, split into two parts. Write the *if*-clause on one card and the result clause on another. Distribute the cards among students and have them get out of their seats and walk around explaining what is on their card until they find a “match.” When all students have found their matches, have each pair present their superstitions, and discuss whether the class is familiar with the superstition and if they know anything about its history.

Additional superstitions include:

*If you find a horseshoe,*

*you will have good luck.*

*If you blow out all the candles on your birthday cake,*

*you will get whatever you wished for.*

*If you break a mirror,*

*you will have seven years of bad luck.*

*If a bird flies in your window,*

*you will have bad luck.*

*If a sailor wears an earring,*

*he cannot drown.*

*If your palm itches,*

*money will come your way.*

*If you open an umbrella indoors,*

*you will have bad luck.*

*If you weren't born in*

*you shouldn't wear opals.*

*October,*

*If you knock on wood,*

*you will ward off bad spirits and bad luck.*

*If your nose itches,*

*someone will come to visit you.*

### ► EXERCISE 8. Listening. Page 429.

Time: 10 minutes

- Be completely provisioned by having the audio cued and the listening script handy.
- Explain to students that this exercise will help them distinguish *if*-clauses when they hear them spoken naturally in their reduced form.
- Tell students that their task is to write the full and unreduced *if*-clause that begins each sentence.
- Play the audio through once.
- After students have written the clauses they hear, correct as a class.

#### Optional Vocabulary

shocked

succeed

### ► EXERCISE 9. Warm-up. Page 429.

Time: 10 minutes

- Read this warm-up as a class.
- Ask a student to read each *if*-sentence, and discuss the correct verbs for the choices.

### CHART 20-3. Unreal (Contrary to Fact) in the Present or Future. Page 430.

Time: 10–15 minutes

*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 and not real. *Untrue* is defined as “contrary to fact” or “the opposite of what is true and real.”

- Write the chart title on the board.
- Start by making a statement about yourself that lends itself to this structure. Write the statement on the board. It should describe an action you won't take or a plan you won't carry out. For example:

*I won't move to Thailand to teach English.*

- Elaborate on this by stating under what conditions you would complete this action, even though you know this condition will not occur. Write this as an *if*-clause conditional. For example:

*If I had a friend to accompany me, I would move to Thailand to teach English.*

- Explain to students that the *if*-clause in this case is in the past and the result clause is formed with *would* + base form of the verb.
- Highlight the verb forms in both the *if*-clause and the result clause.
- Write the real situation, in two sentences, beneath the conditional.

*If I had a friend to accompany me, I would move to Thailand to teach English.*

*I don't have a friend to accompany me.*

*Therefore, I won't move to Thailand to teach English.*

- Now ask students to think about dreams they would like to realize if the right conditions were present. Encourage them to be imaginative.
- Write an example on the board, using the same steps as above.
- Highlight the verb forms, and reiterate the real situation beneath the new conditional sentence. For example:

*If Adriana was / were the president of the United States, she would create a universal health-care plan.*

*Adriana is not the president of the United States.*

*Therefore, she won't create a universal health-care plan.*

- Give other students the chance to talk about their ideas in this way, and write them on the board.
- Ask students to read example sentences (a)–(e) aloud, and discuss the explanatory notes.

### ► **EXERCISE 10.** Looking at grammar.

Page 430. Time: 10 minutes

- Lead this exercise by having students take turns reading each sentence aloud and discussing whether each is real or unreal.
- Ask students to explain exactly how they know if each one is real or unreal.

### ► **EXERCISE 11.** Looking at grammar.

Page 430. Time: 10–15 minutes

- Ask a student to read the completed example item aloud and discuss.
- Give students time to complete the exercises as seatwork.
- Correct as a class.

### ► **EXERCISE 12.** Looking at grammar.

Page 431. Time: 10 minutes

- Have students complete the exercise as you call on them.
- Ask students to articulate the connection between *had* and *would* / *could*.

### ► **EXERCISE 13.** Let's talk: interview.

Page 431. Time: 15–20 minutes

- Ask students to get up and walk around to interview one another.
- If you like, you can organize students into rotating pairs, and you can certainly play background music to help set a fun atmosphere.
- Tell all students to be prepared to talk to each classmate and also to report back on one thing each classmate said.
- Circulate and help students with vocabulary and keeping the conversation lively.
- Come together again as a class, and write the word *hypothetical* on the board.
- Discuss the questions aloud, and ask students to provide the most interesting responses they heard. Make sure answers provided by all classmates are discussed.

#### **Optional Vocabulary**

five senses (have students name them)

shoplift

septuplets

desert island

#### **Expansion**

Prepare either discussion sheets with many of the questions below or index cards with one or two such scenarios to provide each pair of students. These questions provide opportunities to discuss ethical and social dilemmas and to use the grammar focused on in this chart.

Write the term *ethical* on the board, and ask students what it means. Explain to students that this expansion deals with ethical decisions. Discuss the fact that sometimes different circumstances influence whether a situation is 100 percent right or wrong. You may want to also teach the terms *black and white* and *gray areas*, as these ideas can be helpful when talking about hypothetical and ethical scenarios.

Have students get into pairs. Give them ample time to discuss the handout questions, and then come together as a class. The livelier the discussion the better, so focus on facilitating this by writing vocabulary on the board and asking questions that further the discussion.

Keep the following sentence on the board. Remind students to use conditional sentences to explain under which exact conditions they would take certain actions.

*If \_\_\_\_\_, I would \_\_\_\_\_.*

Possible situations:

*A homeless person asks you for money on the street.*

*You have extra money with you and you can afford to give it to this person.*

*A friend tells you that she lost the expensive camera you just lent her.*

*At the movies, the people next to you are talking loudly and you cannot hear the movie.*

*A guest in your house opens the refrigerator and takes whatever food he wants without asking.*

*At the park, you see a babysitter slapping the toddler she is caring for.*



You are at a dinner party and someone tells a very racist and unkind joke.

You have been waiting in a long line for 15 minutes. A person asks to go ahead of you.

You have seen your best friend's boyfriend or girlfriend on a date with a stranger. Should you tell your best friend?

You are on a very crowded bus and you are standing up. An older person gets on the bus, but no one offers him or her a seat. You see a young person continuing to sit comfortably while the older person struggles to stand.

You are preparing for an exam and you inadvertently find the answers to it.

► **EXERCISE 14.** Looking at grammar.

Page 431. Time: 10–15 minutes

- Give students ample time to complete the exercise as seatwork.
- Correct and review as a class.

**Optional Vocabulary**

pour	hibernate	opposable
boil	scarce	utensils
atmosphere	paws	securely
vapor		

► **EXERCISE 15.** Warm-up. Page 432.

Time: 5–10 minutes

- Ask students to read each sentence aloud.
- Have students decide the time frame for each.
- Write the word *regret* on the board and discuss how *regret* is linked to this structure.

**CHART 20-4.** Unreal (Contrary to Fact) in the Past. Page 432. Time: 15 minutes

Looking back at past time, we easily know whether events actually occurred or not. Using conditional sentences, we can talk about the hypothetical past and results that would have occurred had certain circumstances been present.

It is possible to use *would* in *if*-clauses in the following ways, but they are not very common. These uses are considered nonstandard and not appropriate for formal writing. It is important that your students master the standard version before they use these forms.

*If you would try harder, you would succeed.*

*If you would have told me about it, I could have helped you.*

The sentence above is usually expressed as *If you had told me about it, I could have helped you.*

- Write the chart title on the board.
- Write the expression below on the board and with your students, discuss its meaning. You will need to break down *hindsight* and discuss how vision is evaluated.

*Hindsight is 20/20.*

- Ask students how often they think about how their life would be different now if they had had more information at the time of making a big decision in the past. Specifically, ask what would have happened if the conditions had been different.

- Ask a few students to share examples from their own lives. If no one feels comfortable doing so, share one from your own life or write one that is considered to be general knowledge on the board. For example:

*If I had known my parents would die so young, I would have spent more time with them.*

- Write the verb tenses used under the *if*-clause and result clause of this conditional.

*If I had known my parents would die so young,*  
(past perfect tense)

*I would have spent more time with them.*  
(“would have” + past participle)

- Make sure that your students understand that both the first clause and the second clause are contrary to fact.
- Reiterate that both parts of this sentence are in the past.
- Write the real situation beneath each clause.

*If I had known my parents would die so young,*  
(*I did not know my parents would die so young.*)

*I would have spent more time with them.*

(*I didn't spend more time with them—and I regret that.*)

- Ask students to share their own examples, and write them on the board.
- Ask students to read chart examples (a)–(e) aloud, and discuss the explanatory notes.

► **EXERCISE 16.** Looking at grammar.

Page 432. Time: 10–15 minutes

- Have students work on this as a class, reading each item aloud and choosing the phrase on the right.
- Write the completed sentences on the board.
- Stress that both clauses are in the past because the time for both clauses is over.

► **EXERCISE 17.** Looking at grammar.

Page 433. Time: 10 minutes

- Have a student read the completed example item aloud.
- Ask students to take turns completing the other items, and discuss.

► **EXERCISE 18.** Let's talk: pairwork.

Page 433. Time: 10–15 minutes

- Have students work in pairs.
- Make the direction line clear to students.
- Walk around the classroom, interacting with each pair of students and supporting them in continuing the dialogue.

**Optional Vocabulary**

broke	pay bills
allergic	

► **EXERCISE 19.** Listening. Page 433.

Time: 10–15 minutes

- Be provisioned by having the audio and listening script ready.
- Discuss the reduced pronunciations “would-uv” and “would-a,” and write the full form on the board.
- Explain that students will hear this reduced pronunciation but should write the complete and grammatical phrases they hear.
- Play the audio while students write the sentences with the non-reduced forms.
- Correct as a class, referring to the script as needed. Write challenging completions on the board.

**Optional Vocabulary**

recently                      foolish                      respect  
trust                          shocked

► **EXERCISE 20.** Looking at grammar.

Page 434. Time: 15 minutes

- Ask a student to read the completed item aloud. Explain that by analyzing the sentence carefully, they will better understand the tense use.
- Discuss each subsequent question (a)–(c) and its answer.
- Give students time to complete the exercise autonomously.
- Correct as a class by having students read their answers aloud.

**Optional Vocabulary**

discount                      senior citizen                      lonely

► **EXERCISE 21.** Looking at grammar.

Page 435. Time: 10 minutes

- Explain the direction line to your students.
- Give them time to complete the exercise autonomously.
- Review as a class.

► **EXERCISE 22.** Looking at grammar.

Page 435. Time: 10 minutes

- Lead this exercise without having students prepare first.
- Ask a student to read the completed example item.
- Have students complete the remainder of the *if*-clauses with the appropriate result clauses.
- Ask students to discuss why the specific result clauses are the ones needed.

► **EXERCISE 23.** Looking at grammar.

Page 435. Time: 10 minutes

- Give students time to complete the items independently.
- Review as a class.

► **EXERCISE 24.** Looking at grammar.

Page 436. Time: 15 minutes

- Give students time to complete the items independently.

- Correct as a class, with students taking turns reading their completions aloud.
- Put any challenging items on the board.

**Optional Vocabulary**

poses                          bother                          crops  
seeds                          drought

**Expansion**

Ask students to write three unreal, contrary-to-fact (past) conditionals about themselves. Instruct students to make only one conditional be true and the others untrue. Give students about 10 minutes to be creative and come up with three sentences. Have each student read his/her set of conditionals aloud, and other students identify untrue statements. For example:

*If I had not come to the US to study English, I would have gone to France to study French.*

*If I had not come to the US to study English, I would have remained in Saudi Arabia and worked with my family.*

*If I had not come to the US to study English, I would have gone to London to study English.*

► **EXERCISE 25.** Listening. Page 437.

Time: 10–15 minutes

- Be provisioned with the audio cued and the listening script handy.
- Ask a student to read the completed example.
- Play the audio while students complete each item.
- Review and correct as a class.

**Optional Vocabulary**

immediate                      carpenter                      collapse  
attention                          withstand

► **EXERCISE 26.** Looking at grammar.

Page 437. Time: 10–15 minutes

- Read the direction line aloud.
- Review the examples.
- Ask students to take turns completing each item.
- Correct immediately and overtly.
- Put any challenging items on the board.

**Optional Vocabulary**

helium                                      blimp  
float    infected

► **EXERCISE 27.** Warm-up. Page 438.

Time: 5–10 minutes

- Ask a student to read Olga’s statement and a different student to read Yoko’s statement.
- As a class, respond to questions 1 and 2.
- Ask students to explain how they decided their responses.

**CHART 20-5.** Using Progressive Verb Forms in Conditional Sentences. Page 438.

Time: 15–20 minutes

If students are unsure about the function and meaning of progressive verb forms, conduct a review of the related parts of Chapters 1–3. A “progressive” situation is one in which an activity is (was / will be) in progress during or at a particular time.

- Write the chart title on the board.
- Elicit an example of the form to write on the board. The simplest way to do this is to ask the class what they would be doing right now if they were not sitting in an English class learning about conditionals.
- Write the *if*-clause on the board, and have students complete it with responses in progressive forms. For example:

*If I weren't sitting in English class right now, I would be lying on the beach, enjoying the beautiful weather.*

- With student input, write alternative completions on the board.

*If I weren't sitting in English class right now, I would be riding my bicycle by the river.*

*If I weren't sitting in English class right now, I would be working in my office.*

- As you write such sentences on the board, reiterate the “real” situation by asking students what they are doing right now.
- Explain that *were not* + \_\_\_\_ -*ing* is used to make the present conditional unreal and that *had not been* + \_\_\_\_ -*ing* is used to make the past conditional unreal.
- Ask students to take turns reading chart examples (a)–(d) aloud.

► **EXERCISE 28.** Looking at grammar. Page 438. Time: 10 minutes

- Give students time to complete the exercise on their own.
- Correct as a class, immediately and overtly. Write items on the board for emphasis.

► **EXERCISE 29.** Looking at grammar. Page 439. Time: 10 minutes

- Have students read the prompts and then produce the new conditional, without further preparation.
- Correct immediately and clearly.
- Write items on the board as students complete them.

► **EXERCISE 30.** Looking at grammar. Page 439. Time: 10–15 minutes

- Discuss the two completed examples.
- Give students time to complete the remaining items on their own.
- Correct as a class by having students read the conditionals aloud.

**Optional Vocabulary**

arrived

rear-ended

vacuum

► **EXERCISE 31.** Warm-up. Page 440.

Time: 10 minutes

- Have students read the items and choose the time word.
- Explain to students that sometimes, “mixed” conditionals are needed. These mixed conditionals are useful to realistically represent when a realization linked to a condition actually occurs.

**CHART 20-6.** Using “Mixed Time” in Conditional Sentences. Page 440.

Time: 10–15 minutes

Many grammar texts do not point out this particular usage. However, it is common in both speaking and writing and needed to accurately describe the time when realizations linked to conditionals happen. It is assumed that by this point, most students will have gotten very comfortable with the conditional forms included in Chart 20-1 and are ready to practice variations that are common in actual usage.

- Write the chart title on the board.
- Start by writing half a conditional sentence on the board, and having students complete the information with an expected main clause. For example:

*If I had studied for the exam, I would have been prepared for the exam.*

- Above both clauses, write *past time* to indicate that the time and tense for the condition has already passed. In addition, the time for the result has passed.

*past time*

*past time*

*If I had studied for the exam, I would have been prepared for the exam.*

- Emphasize that both clauses are in past time by asking:  
*Is the time for studying in the past? (Yes.)*  
*Is the time for the exam in the past? (Yes.)*
- Introduce *Mixed Time* by asking students to imagine that they have no more time to study but haven't yet taken the exam and are just about to.
- Explain that to represent the real situation, the *if*-clause is in the past, but the main clause is in the unreal present.
- Demonstrate the differences between *Unmixed Time* and *Mixed Time* by writing the following on the board:

*Unmixed Time*

*past time*

*past time*

*If I had studied more, I would have been prepared for the exam. (I didn't study, and I wasn't prepared for the exam.)*

*Mixed Time*

*past time*

*present time*

*If I had studied more, I would be prepared for the exam now. (I didn't study, and I am not prepared for the exam.)*

- Read examples (a)–(d) from the chart and discuss the explanatory notes.

► **EXERCISE 32.** Looking at grammar.  
Page 440. Time: 10 minutes

- Lead this exercise without having students work on their own first.
- Have students read the sentences and decide which time frame is appropriate for each clause.
- Discuss each one carefully and spend adequate time to establish the time for each.

**Optional Vocabulary**

renewed	organized	fine
semester	misplaced	

► **EXERCISE 33.** Looking at grammar.  
Page 440. Time: 10 minutes

- Read the direction line aloud.
- Have students work through this exercise autonomously.
- Ask students to read their restatements aloud. Provide immediate correction.

**Optional Vocabulary**

reasonable	plumbing
project	leak

► **EXERCISE 34.** Reading and grammar.  
Page 441. Time: 15 minutes

- Have students read the passage and respond to the comprehension questions on their own.
- Then ask students to read sentences from the passage aloud, and ask students to paraphrase main points.
- Have students read the questions aloud, and encourage different students to respond.

**Optional Vocabulary**

extinct	collided	dust
theories	disastrous	blocked
asteroids	tsunami	survive

► **EXERCISE 35.** Warm-up. Page 441.  
Time: 10 minutes

- Have students take turns reading each pair of sentences.
- Call attention to the structures, which sometimes show an inversion of subject and verb.

**CHART 20-7.** Omitting *If*. Page 441.  
Time: 10 minutes

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

The example with *should* (c) is somewhat formal and uncommon usage.

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

- Write the chart title on the board.
- Write a complete conditional on the board in which you can replace the *if*-clause with *had*, which is the most commonly used form of these omissions. For example:  
*If I had known English was so easy, I would have studied it years ago.*
- Cross out the *If I had* to show how the inversion is made.  
~~*If I had*~~ *known English was so easy, I would have studied it years ago.*
- Rewrite the *if*-clause as an inversion.  
*Had I known English was so easy, I would have studied it years ago.*
- Review the chart.

► **EXERCISE 36.** Looking at grammar.  
Page 442. Time: 10 minutes

- Read the direction line aloud.
- Ask a student to read the example item aloud.
- Give students time to complete the exercise on their own.
- Correct as a class.

► **EXERCISE 37.** Looking at grammar.  
Page 442. Time: 10–15 minutes

- Review the example item aloud and discuss.
- Have students work with a partner to choose all the sentences that express the meaning of each original sentence.
- Review as a class.

► **EXERCISE 38.** Warm-up. Page 443.  
Time: 10 minutes

- Ask a student to read the passage aloud.
- Have students decide which sentences correctly reflect the passage.

**CHART 20-8.** Implied Conditions.  
Page 443. Time: 10 minutes

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. 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 word forms throughout.



- Write the chart title on the board.
- Underline the word *implied* and ask students to explain its meaning.
- Use this as an opportunity to explain that in many cases, the condition is present but isn't overtly tied to an actual *if*-clause that we can see.
- Have students read the examples (a), (b), and (c) aloud in turn, or you can make up three new examples using students' lives.
- For each example, ask students to restate the original as a typical conditional sentence, and write these on the board as students read them to you. For example:

(a) *Sylvie would have come to the party, but she had to meet her mother at the airport.*

*If Sylvie hadn't had to meet her mother at the airport, she would have come to the party.*

(b) *I couldn't have done it without you.*

*If I didn't have you, I couldn't have done it.*

(c) *Leo took a cab. Otherwise, he would have been late for work.*

*If Leo hadn't taken a cab, he would have been late for work.*

- Review the chart and have students provide additional examples based on the chart.

► **EXERCISE 39.** Looking at grammar.  
Page 443. Time: 10 minutes

- Ask students to read the completed example items aloud.
- Give students time to complete the remaining items on their own.
- Correct as a class, asking students to read their *if*-clauses.

► **EXERCISE 40.** Listening. Page 443.  
Time: 10–15 minutes

- Have the audio cued and the listening script ready.
- Read the direction line and example to your students.
- Play the audio while students decide which answer is correct or whether both are correct.
- Correct as a class, using the script as needed.

► **EXERCISE 41.** Looking at grammar.  
Page 444. Time: 10–15 minutes

- Give students time to complete this exercise as seatwork.
- Correct as a class by having students read their completions aloud.
- Discuss any particularly challenging items, analyzing on the board if needed.

**Optional Vocabulary**

suffocating  
breeze  
attached  
unthinkable

► **EXERCISE 42.** Let's talk. Page 445.  
Time: 10–20 minutes

- Have students work in pairs or small groups.
- Direct students to switch between Speaker A and Speaker B.
- Walk around the room, connecting with pairs and encouraging conversation by providing needed vocabulary and by reframing questions.
- After students have worked through the exercise, discuss as a class and decide what the best ways to manage each situation are.

**Optional Vocabulary**

catch what someone is saying  
can't stand  
cheating  
attempt  
avoid  
swerved

► **EXERCISE 43.** Warm-up. Page 445.  
Time: 5 minutes

- Have students respond to the sentence content by deciding if the sentences are true for them.
- Discuss the tenses used.

**CHART 20-9.** Wishes About the Present and Past. Page 445. Time: 10–20 minutes

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. You may want to discuss verb relationships as presented below:

<u>Real Situation</u>	<u>"Wish" Situation</u>
simple present	simple past
present progressive	past progressive
simple past	past perfect
present perfect	past perfect
<i>will</i>	<i>would</i>
<i>am / is / are going to</i>	<i>was / were going to</i>
<i>can</i>	<i>could</i>
<i>can</i> + simple form	<i>could</i> + simple form

- *Wish* can also be followed by an infinitive, for example:

*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*. This use is quite rare.

The subjunctive use of *were* instead of *was* with *I / he / she / it* is considered formal by some but standard by others. Students who will take the TOEFL exam need to recognize and be able to work with the subjunctive using *were*.

Some teachers like to compare *hope* and *wish*. See notes in the Teacher's Guide for Chart 20-10.

- Write the chart title on the board.
- Explain that the verb forms following *wish* are noun clauses and that the general pattern changes the tense in the clause to past time.
- Point out or ask if students have seen a similar pattern when learning reported speech, which is also formed from noun clauses.
- Write a simple sentence about a real condition in the future on the board.

*Dana will return to India at the end of this month.*

- Underline the future *will* and write the word *future* above the sentence.

*future*

*Dana will return to India at the end of this month.*

- Continue with step-by-step presentations for wishes about the present and wishes about the past, writing on the board to clearly show the changes made as you go.
- You may wish to remind students again of the similarities with reported speech tense changes, as students have already mastered those, and they are so much alike.
- Review examples (a)–(g) as a class and discuss the explanatory notes.

► **EXERCISE 44.** Looking at grammar.  
Page 446. Time: 10 minutes

- Give students time to complete the exercise as seatwork.
- Correct carefully and deliberately as a class, putting challenging items on the board for further analysis.

► **EXERCISE 45.** Looking at grammar.  
Page 446. Time: 10 minutes

- Lead this exercise without having students prepare ahead of time.
- Review the completed examples so that students understand that the completion is an auxiliary verb.
- Correct as a class.

► **EXERCISE 46.** Reading and grammar.  
Page 447. Time: 15–20 minutes

**Part I**

- Have students read the passage on their own.
- Discuss the vocabulary and content of the passage, asking students to paraphrase to demonstrate comprehension.

**Part II**

- Have students identify the time frame and whether the conditions are real or unreal.
- Correct as a class.

**Part III**

- Have students discuss their own habits in a group and talk about what they can do to not feel “stuck.”

**Optional Vocabulary**

points to	brain scans	unlock
wander	decades	pop into
task	hobby	daydream
concentrating	project	stuck
creative		

► **EXERCISE 47.** Warm-up. Page 448.

Time: 5 minutes

- Have students decide which sentences are correct and have them explain why.

**CHART 20-10.** Wishes About the Future;  
Use of *Wish + Would*. Page 448.

Time: 10–15 minutes

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 speakers want something to happen but think it is unlikely, they 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.*

- Write a situation on the board that students, in general, wish to change. For example:

*We have a problem with global warming right now.*

- Explain to students that when they want to make a wish about the future, which is not simply a restatement of the opposite of the current condition, they should use *would* to do so.
- Elicit a new wish about the future, based on the example on the board. Write the new wish on the board. Underline would.

*present*

*We have a problem with global warming right now.*

*I wish the situation would improve.*

- Have students take turns reading (a)–(f) aloud from the chart. Review the explanatory notes.

► **EXERCISE 48.** Looking at grammar.  
Page 448. Time: 10–15 minutes

- Read the completed example item aloud.
- Have students complete the remainder of the exercise independently.
- Review as a class.

► **EXERCISE 49.** Let’s talk. Page 448.  
Time: 10–15 minutes

- Have students work with partners or in small groups.
- Have a student or students first read through the example item.

- Focus on the use of *wish + would*
- Ask students to work through the other two situations while you circulate.
- As a class, discuss what Anna, Helen, and Judy wish and why.

► **EXERCISE 50.** Looking at grammar.

Page 449. Time: 10 minutes

- Review the completed example by having a student read it aloud.
- Have students complete each sentence with a word from the word box.
- Correct as you go, having students paraphrase any situations that need further explanation.

► **EXERCISE 51.** Let's talk: interview.

Page 449. Time: 15 minutes

- Students get up and move around the room, asking at least two classmates each question.
- Come back together as a group, and have each student explain the responses of other students.

► **EXERCISE 52.** Check your knowledge.

Page 450. Time: 10 minutes

- Give students time to complete the exercise on their own.
- Correct by having students read their corrected sentence aloud, explaining what the errors were.

**Optional Vocabulary**

advice	available
manager	symptoms

► **EXERCISE 53.** Reading and writing.

Page 450. Time: 20 minutes

**Part I**

- Have students read the passage to themselves and underline those words used to introduce hypothetical situations.
- Have students take turns reading the passage aloud. Ask comprehension questions on the spot and ask about vocabulary.

**Part II**

- Ask students to think about what life would be like without one of the items listed and to imagine the pros and cons of such a life.
- Have students write a paragraph using conditionals.
- Ask students to refer to the writing tip as they work.

**Part III**

- Ask students to use the editing checklist to check their own writing or that of their peers, if you decide to do peer editing.
- Read some of the student work aloud and discuss.

**Optional Vocabulary**

agonizing	untold	risking
suffering	nightmare	lifesaving
throbbing	injuries	requires
inability	slide	outcomes