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
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

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.
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.

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.

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

- 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 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.

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 October, you shouldn’t wear opals.
If you knock on wood, you will ward off bad spirits and bad luck.
If your nose itches, someone will come to visit you.


- 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.

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


- 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.
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.

Conditional Sentences and Wishes 195
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**

<table>
<thead>
<tr>
<th>pour</th>
<th>hibernate</th>
<th>opposable</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>scarce</td>
<td>utensils</td>
</tr>
<tr>
<td>atmosphere</td>
<td>paws</td>
<td>securely</td>
</tr>
<tr>
<td>vapor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

**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**

<table>
<thead>
<tr>
<th>broke</th>
<th>pay bills</th>
</tr>
</thead>
<tbody>
<tr>
<td>allergic</td>
<td></td>
</tr>
</tbody>
</table>
Time: 10–15 minutes
- Be provisioned with 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
- 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 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
- recently
- foolish
- respect
- trust
- shocked

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

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.

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.


- 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.
• 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  
aroides   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.  
  **Had I 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.  
• Have students read the questions aloud, and encourage different students to respond.

**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.
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.

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:

<table>
<thead>
<tr>
<th>Real Situation</th>
<th>“Wish” Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>simple past</td>
</tr>
<tr>
<td>present progressive</td>
<td>past progressive</td>
</tr>
<tr>
<td>simple past</td>
<td>past perfect</td>
</tr>
<tr>
<td>present perfect</td>
<td>would</td>
</tr>
<tr>
<td>will</td>
<td>was / were going</td>
</tr>
<tr>
<td>am / is / are going to</td>
<td>could</td>
</tr>
<tr>
<td>can</td>
<td>could + simple form</td>
</tr>
<tr>
<td>can + simple form</td>
<td></td>
</tr>
</tbody>
</table>

- 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 47. Warm-up. Page 448.
Time: 5 minutes
• Have students decide which sentences are correct and have them explain why.

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.

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.”
• 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.** Reading and writing.
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.** Checking 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
- suffering
- throbbing
- inability
- untold
- nightmare
- injuries
- slide
- slide
- outcomes
- risk
- lifesaving
- requires
- outcomes