

CHAPTER

16

Conditionals and Wishes

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1. SUPERSTITIONS

Materials: None

Dynamic: Small groups

Time: 15 minutes

Procedure: 1. Write a few superstitions on the board. Here are some examples.

If a black cat crosses your path, you'll have bad luck.

If your palm itches, you're going to receive money.

If you break a mirror, you'll have seven years bad luck.

If you step on a crack, you'll break your mother's back.

Look at the verb forms in the *if*-clause and result clause together. Ask students to generate a rule (if this is an introduction) or review the rule (if you have already introduced this form).

2. Break students into small groups and have them discuss superstitions from their countries. They should list three or four to share with the rest of the class.
3. As a whole group, share the superstitions and discuss which are universal and which seem to exist only in one or two cultures. Students often have similar superstitions in their countries and like to share them, and it is interesting to compare slight variations.
4. For further review of forms, you may want to write several of the students' superstitions on the board and analyze them (Were they written correctly?).



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2. SUPERSTITIONS MATCH A

Materials: Worksheet 105

Dynamic: Whole class

Time: 15 minutes

Procedure: 1. Cut up the worksheet or make your own. Give each student half of a superstition, that is, one card.

2. The students circulate and try to find the missing half of their superstition. When students feel they have a match, they sit down. You will probably have to check student matches and advise them



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to sit down or find a different match. (In case you are unfamiliar with some of the superstitions in the worksheet, the *if*-clause on the left matches the result clause directly across from it.)

3. Go over the superstitions together, talking about meaning and form.

3. SUPERSTITIONS MATCH B

Materials: 3" x 5" cards, or paper cut into strips at least 2" x 4"

Dynamic: Groups

Time: 15 minutes

- Procedure:**
1. Follow steps 1 and 2 for **Superstitions**, page 309.
 2. Have the students write their superstitions on the cards or paper strips so that one half of the superstition is on one card and the other half is on a different card. (Each group should produce only half as many superstitions as there are members in their group, so that a group of four students will write two superstitions, a total of four cards. In step 2 of Activity 1, students may have generated many superstitions, so instruct them to choose the ones they like best.)
 3. Collect and shuffle the cards. Hand one card to each student. Students circulate and try to find their match. (The student who wrote the superstition will have to be the judge of whether or not the match is good because you will probably be unfamiliar with several of the superstitions.)
 4. As a class, go over the superstitions and check (as a group) to see if the correct grammar forms were used.



4. JUST THE FACTS

Materials: Worksheet 106

Dynamic: Whole class

Time: 10 minutes

- Procedure:**
1. Cut up the cards in the worksheet or prepare your own. Distribute one to each student, who must construct a sentence that uses the true conditional form.

Example: Add lemon to milk

Example fact (by student): If you add lemon to milk, it curdles.



2. Arrange students in a circle, and have each say his/her sentence.

Variation: To avoid students' losing interest, do step 2 as a memory round. Each student says his/her sentence and repeats all those that came before his/hers.

5. EXPERIMENT REPORT

Materials: None

Dynamic: Small groups

Time: 10 minutes

Procedure: 1. Divide the class into groups of three or four. Assign each group an experiment.

Suggested experiments: putting a spoon in the microwave
mixing blue and yellow paint
boiling eggs in water with onion skins
touching your tongue to a frozen surface
shaving your eyebrows
frowning all the time

2. The students discuss what they think the result will be. Then each group reports to the class, using some conditional sentences.

(If you intend to have the students act out the experiments in class or for homework, obviously there are some in the list above you would not want to assign.)

NOTE: *Because the results of these experiments can be perceived as a habitual result or as a predictable fact, either the present or the future can be used in the result clause.*

6. DIRECTIONS

Materials: A map (Worksheet 107) and a handout (either A or B) per student

Dynamic: Pairs

Time: 15 minutes

Procedure: 1. Break the class into pairs and give a map and two worksheets to each pair. Each student handout contains both locations and routes as indicated in Worksheet 107.

2. Student A begins and asks Student B for directions to the first location. Student B looks at the map and the list of routes on his/her handout and gives advice in a conditional sentence.



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Example:

Student A: How can I get to Bethesda?

Student B: If you take Route 190, you will get to Bethesda.

3. After Student A has asked for directions to all the locations on 107 Part A, Student B asks for directions to the location on his/her handout (107 Part B). Student A now gives the advice.

NOTES: *Locations and the ways to get there are not in order. Students must match them. A local map also works well because the students are familiar with places and highways. Pattern the handouts after Worksheet 107, in that case.*

Variation: For a higher-level class, provide locations only and have the partner search the map for a route that goes to the requested location.

16.2

UNTRUE IN THE PRESENT

1. MEMORY GAME

Materials: 3" x 5" cards

Dynamic: Whole class

Time: 25 minutes

Procedure: 1. On each card write an adjective in large letters so that it can be seen around the room.

SUGGESTIONS: *sad, drunk, lonely, stranded, nauseous, hungry, thirsty, nervous, angry, rich, sick, sleepy, famous, tired, poor, lost, married, single, scared*

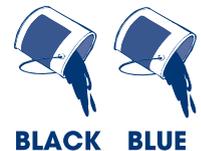
(Include a few new words that will be challenging even for higher-level students, such as *jilted* or *stranded*.) Have students sit or stand in a circle while you distribute the cards. (If you use adjectives like *married* or *single*, be sure to give them to students who are not!)

2. Ask who has the best memory and then start with the person next to him/her. If you know you have a weak student, you may want to start with that person. The first student holds up his/her card and composes a sentence, using the untrue present conditional.

Example card: lonely

Example sentence: If I were lonely, I would call my family.

3. The second student says his/her sentence and repeats student one's sentence. Continue around the circle, with each new student

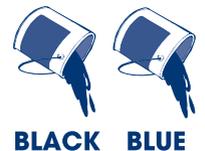


adding a sentence and repeating all the previous sentences. The last student will have to remember the sentences from all the other students. It is important that students hold their cards toward the circle at all times because they serve as clues. Also, don't let any of the students write. Students may cue their classmates through gestures. The only correction allowed is to emphasize *were* rather than *was*.

NOTE: *If your class is large, divide it into two groups and play two rounds. The same cards can be used, but different sentences must be created. The game has been played with up to 14 in a low-level class and up to 22 in a high-level class.*

2. CLUE

Materials: None
Dynamic: Whole class
Time: 10 minutes



- Procedure:**
1. One student volunteers to leave the room and, when he/she returns, will guess the word chosen by the class from clues given by the rest of the class. The volunteer can ask questions if they are in the form of the untrue present.
 2. While the volunteer is out of the room, decide on a category (suggestions: occupations, food, school material). Have the class choose a word in that category. Brainstorm together the kinds of clues that can be given. They must be in the form of the untrue present conditional.

Example 1: Food server

Clues: If I were you, I would wear a uniform.
If I were you, I'd never have dirty hands.
If I were you, I would talk to many people.

Also, decide which clues should be saved for last. (For example: "If I were you, I would serve customers quickly in order to get a good tip.")

Example 2: mustard

Clues: If I were you, I'd be careful not to get this on my clothes.
If I were you, I'd never eat this by itself.
If you were a waitress, you would put this on the table next to the ketchup.

Last clue: If I were you, I would always put it on hot dogs.

3. When the volunteer returns, students take turns offering clues, but they must be in the form of the untrue present conditional.

3. BUILDING AROUND

Materials: None
Dynamic: Large groups
Time: 15 minutes



- Procedure:**
1. Put students into groups of five to seven.
 2. One student begins with a sentence in the untrue present conditional.

Example: If I lived in France, I would speak French.

3. Each student builds on the story by taking the result of the previous sentence and turning it into an *if*-clause.

Example:

Student 1: If I lived in France, I would speak French.

Student 2: And if I spoke French, I would speak the same native language as Florence.

Student 3: And if I spoke the same native language as Florence, we would be good friends.

Student 4: And if we were good friends, we would go to parties together.

4. Encourage the students to correct/help each other within the groups.

4. SONG

Materials: Lyrics to a song, handout with questions (optional)
Tape player (optional)

Dynamic: Pairs/Small groups

Time: 30 minutes



- Procedure:**
1. Choose a song that has several examples of the untrue present conditional.

SUGGESTIONS: “If I Were a Carpenter”
“If I Had a Hammer”
“If I Could Save Time in a Bottle”

Type up the lyrics, but leave blanks for the conditional forms—just provide the verb.

2. The students, working in pairs, fill in the missing verbs.
3. Listen to the song to check answers.

Variation: Add some questions that make use of the conditional or allow students to think about why the conditional was used. For the song “If I Were a Carpenter,” questions can include:

- a. What kinds of jobs are mentioned?
- b. Does the man hold any of these jobs? How do you know?
- c. The man asks a lot of questions about occupations, but what does he really want to know from his girlfriend? Write a conditional sentence to express what he wants.

5. LINE-UPS

Materials: Worksheet 108 or 3” x 5” cards

Dynamic: Whole class

Time: 20 minutes

Procedure:

1. Use the cards in the worksheet or prepare your own cards with similar questions. If you make your own cards, it is advisable to make each set a different color so you can assemble students in lines more easily. (“Everyone with a pink card, stand against the board. If you have a yellow card, stand in front of someone with a pink card.”) Have all the students holding one of the colors come to the front of the room and stand against the board (or wall). Have the other students stand in front of one of these students.
2. The students in the line against the board ask their questions of the student standing in front of them. When the students in the “answer line” have answered the question, they move on to the next “questioner.” The students in the “question line” do not move.
3. When the students in the “answer line” have talked to every student in the “question line,” it is time to change positions. Continue as specified in step 2.
4. To wrap up this activity, ask each student to share some of the responses he/she received.

NOTE: *If you have an uneven number of students, have one student wait at the end of the line until the students move. One student will always be without a partner, but because the students will answer the questions at different rates, it will always appear as if several students are waiting. If you have a very large class, divide the class in two and do the line-ups both in front and in back of the class.*



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6. VALUES

Materials: Worksheet 109

Dynamic: Groups

Time: 20 minutes



- Procedure:**
1. Prepare two sets of cards from Worksheets 109A and 109B. Break the class into small groups. Give each group a values card and a YES or NO card. Stress that they cannot let any of the other groups know if their card says YES or NO.
 2. Each group is presented with a situation. They must change the wording on the card into a conditional sentence. They then choose one classmate in another group who they feel will give them the answer on their YES/NO card.

Example:

The card says: You find a wallet with \$50 and an ID inside. Do you keep it?

Sentence made by the group: If you found a wallet with \$50 and an ID inside, would you keep it?

YES/NO card: YES

Task: Decide which of their classmates not in their group will answer YES to the question they generated. They must make an educated guess based on what they know of their classmates.

3. Check with each group to make sure they have chosen a classmate. When all groups have done so, play a round: the first group picks a student and asks its question. If the student's answer matches the group's card, the group receives a point. Go on to the next group.
4. Play another round.

7. IMAGINE THAT! (*Might and Would*)

Materials: None

Dynamics: Groups

Time: 15 minutes



- Procedure:**
1. Write a result on the board that is either unusual or funny. Ask students when or why they might do that action. Generate as many *if*-clauses as possible.

Suggested results (can be used for teacher example and for groups):

go skinny dipping
call 911
paint my body
hop on one foot
climb on the roof
attract a lot of attention
climb a tree

2. Divide the students into groups. Give each group a different result and have them brainstorm *if*-clauses using *might*.
3. After each group writes as many *if*-clauses as possible, have the students in each group decide which one of the *if*-clauses would produce the result they have been working with. The groups should try to reach a consensus, but that may not be possible.
4. Share sentences (or *if*-clauses) with the class.

Example: attract a lot of attention

Student sentences:

I might attract a lot of attention if I screamed in class.
I might attract a lot of attention if I dyed my hair green.
I might attract a lot of attention if I sang a song on the street corner.

5. As a whole class, look at the sentences each group has chosen to share with the class. Decide as a whole class which sentence would most likely produce the result.

SUGGESTION: *If you do this game as a competition, have the class vote on the best sentence. The group that receives the most votes gets a point for that round. Then go on to another round of sentences. The only danger here is that students may vote for their own sentence and then no one group would ever win. This could be avoided by telling students that they cannot vote for their own sentence.*

8. AS IF/AS THOUGH PICTURES

Materials: Magazines

Dynamic: Small groups

Time: 10 minutes

- Procedure:**
1. Arrange students in groups of three or four. Find, copy, and distribute magazine pictures that have people with unusual expressions.
 2. Have students discuss several pictures, making sentences using *as if* or *as though*. (“He looks as if he ate a lemon.” “He looks as if he were sick.”)



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- Each group takes turns holding up a picture and describing it by using their sentences.

Variations: Have students find their own pictures, perhaps as homework. Or have them each bring a magazine to class and look through them in their groups for a good picture. (In this case, you may want to have some back-up pictures just in case.)

16.3

UNTRUE IN THE PAST

1. BUILDING AROUND

Materials: None

Dynamic: Large groups

Time: 15 minutes

Procedure: 1. Break class into groups of five to seven.

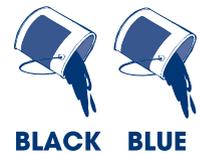
- Have one student begin with a sentence in the untrue past conditional. Follow the steps in **Building Around**, 16.2.3.

Example:

Student 1: If I had gotten married after high school, I would not have come to the United States.

Student 2: If I had not come to the United States, I would not have visited the Grand Canyon.

Student 3: If I had not visited the Grand Canyon, I would not have taken so many pictures. (etc.)



2. STORY SAGAS

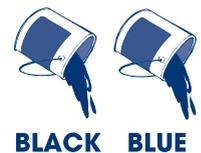
Materials: Worksheet 110

Dynamic: Small groups

Time: 20 minutes

Procedure: 1. Have students work in groups of three or four. Give each group a story summary. If you plan to give each group a different summary, give each group a handout with all the summaries and then assign one per group. (There is a handout of sample summaries in Worksheet 110.)

- The students read the summary and then write five conditional sentences based on the information in the summary.



Example:

Blair lied and told Todd she was pregnant with his child so that he would marry her. She knew what he didn't: that he was about to inherit \$28 million. As a result of her deception, Cord, the man she really loved, was disgusted with her. Since the marriage, Blair has discovered that she is now, in fact, pregnant, and Todd has discovered that he is a millionaire. Blair's mother, who is in a psychiatric center, knows the truth about the marriage and has a habit of saying whatever comes to mind.

Sample Sentences:

If Blair had not lied to Todd, he wouldn't have married her.
If Blair had not married Todd, she could have married Cord.
If Todd had known about the \$28 million before his marriage, he might have suspected Blair.

Variation: Instead of using soap opera summaries, use a story the class has read. If this is a multiskills class, you know what material the class has read. If the reading class is separate, you can check with the reading instructor. Follow the same procedure, but write conditional sentences based on the story. You can also use fairy tales or fables.

16.4

MIXED CONDITIONALS

1. WHAT IF

- Materials:** None
Dynamic: Pairs/Small groups
Time: 15 minutes
Procedure:

1. Break the class into pairs or groups of three or four. Explain (or review) that some actions have results not only in the time they happened, but can also carry over into the present or future.

Example: If I had eaten more *last night* . . . I wouldn't be hungry *now*.

2. Give each group or pair several *if*-clauses—things that happened in the past. Tell them this activity has results in the present and that they should make sentences with a past condition and a present result.

SUGGESTIONS: If I had written my essay last weekend
If I had gone to bed earlier last night
If I had washed my hair yesterday
If I had gone to the movies with my friends last night
If I had studied more English in my own country



BLUE

2. COMIC STRIP ADVICE

Materials: Worksheet 111

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Distribute copies of the comic strip *Cathy* (Worksheet 111) to each group.
 2. After they read the comic strip, have the groups work together to complete the *if*-clauses. They can use the information provided by the mother in the strip or just make a logical ending.

Example: **Cathy says:** If only I weren't so fat.

Student results: I could wear my new dress.
I would have had more boyfriends.
I would feel better.



BLUE

16.5

REVIEWING THE CONDITIONAL FORMS

1. REVIEW MATCH

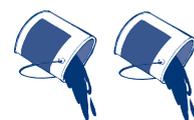
Materials: Worksheet 112

Dynamic: Small groups

Time: 20 minutes

- Procedure:**
1. Divide the class into small groups. Give each group the same number of cards. Be sure to give an even number to each group. If this is not possible, give one group one pair more than the others. Use the cards in Worksheet 112 or make your own.
 2. Each group should make as many matches as possible. Group members should take the remaining unmatched cards to other groups and try to make a trade. (Important: They cannot give away a card without receiving one in exchange, and they cannot take a card unless the other group agrees to the trade.)
 3. When one group has matched all its cards, the game stops. A group member reads the matches, and the rest of the class must agree that they are logical. If all matches are accepted, that group is the winner. If one or more matches is rejected, the game proceeds until the next group feels it is finished.

NOTE: *Because of mixed conditionals, there will not necessarily be matches for all cards.*



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2. DEAR ANNIE

Materials: Worksheet 113

Dynamic: Whole class

Time: 30 minutes

- Procedure:**
1. Have students pick one of the seven situations on the worksheet and write a letter to “Dear Annie” in which they explain their situation and ask how it can be avoided in the future or how it could have been avoided.
 2. Collect the students’ “Dear Annie” letters. Randomly redistribute them to the class, making sure that no one receives his/her own letter.
 3. Have students pretend they are Annie and respond in writing to the letter they received. They must use whichever conditional structures are appropriate to the situation described in the letter.
 4. Have several students read to the class the original letter they wrote along with their (Annie’s) response. Return the letters and the responses to the authors of the original letters.



BLUE

16.6

WISHES

1. ALADDIN’S LAMP

Materials: Worksheet 114

Dynamic: Groups

Time: 20 minutes

- Procedure:**
1. Discuss the meaning of Aladdin’s lamp if necessary. (A poor boy named Aladdin found an old lamp. When he rubbed it, a genie appeared and granted him three wishes.)
 2. Tell students they have each found Aladdin’s lamp and been granted three wishes. Have them write their wishes down.
 3. Break students into groups of about five. Pass out one worksheet per group and have the students compare their wishes and answer the survey questions.
 4. Each group can report its findings to the class.



BLACK BLUE



Worksheet 105: SUPERSTITIONS MATCH



if you sleep with a mirror under your pillow	you will dream of what your future husband looks like
if you trip on a flight of stairs	you will have triplets
if your cat washes its face	company is coming
if your eyebrows grow together or your arms are hairy	you will be very rich
if the bottom of one of your feet itches	you are going to take a trip
if your nose itches	you'll kiss a fool



Worksheet 105: (CONTINUED)



if a cat licks its tail	it will rain
if your ears burn	someone is talking about you
if you find a four-leaf clover	you will have good luck
if you walk under a ladder	you will have bad luck
if you use the same pillow your dog uses	you will dream what he dreams
if you step on your shadow	you will have bad luck
if you want to do well on a test	use the same pencil you used for studying because it will remember the answers



Worksheet 106: JUST THE FACTS



drive with your eyes closed	eat five pizzas at once
use sunscreen	heat water to 100°C
fly east from here	put ice cubes in the sun
have a baby	never study
read a lot	do not eat
overwater plants	pour oil on water
pass this class	take scuba diving lessons



Worksheet 107: DIRECTIONS

A

I. Can you tell me how to get to ... ?

The Goddard Space Flight Center

The White House

Georgetown University

II. If you take ... you will get to ...

395

495

16th Avenue

B

I. If you take ... you will get to ...

MacArthur Boulevard

Route 214

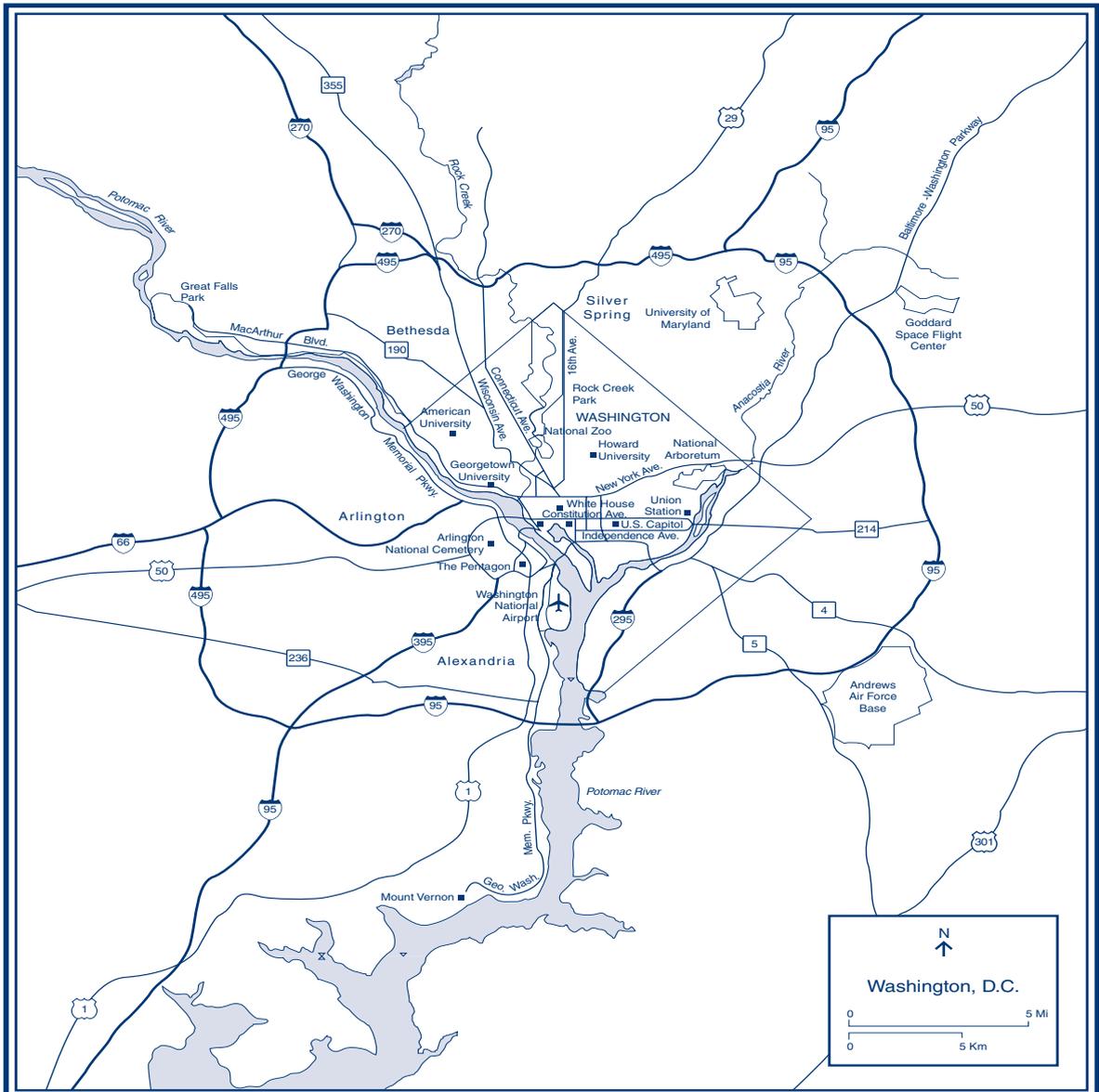
The Baltimore–Washington Parkway

II. Can you tell me how to get to ... ?

The University of Maryland

The National Zoo

The Pentagon





Worksheet 108: LINE-UPS



<p>If you lost your homework and your teacher did not believe that you had done the work, what would you do?</p>	<p>If you discovered, after eating dinner at a restaurant, that you had no money or credit cards with you, what would you do?</p>
<p>If you disliked your sister's new boyfriend, what would you say to her?</p>	<p>If you saw your friend cheating on a test, what would you do?</p>
<p>If you had a choice between finishing your essay and going to a party, what would you do?</p>	<p>If you arrived at a friend's house for dinner and realized you had the wrong night, what would you say?</p>
<p>If your parents told you not to see your boyfriend/girlfriend, what would you do?</p>	<p>If your parents asked you to return to your home country, what would you do?</p>
<p>If your friend gave you a puppy for your birthday, what would you do?</p>	<p>If a classmate asked you a personal question, what would you say?</p>
<p>If your friend made mistakes in grammar while speaking, would you correct him/her?</p>	<p>If you were invited for dinner to a friend's house and the food was terrible, what would you say or do?</p>



Worksheet 109A: VALUES



You accidentally break your host family's remote control. Do you confess?

Your best friend's boyfriend/girlfriend asks you out. Do you accept?

You see your teacher's car hit a parked car and leave. You know the owner of the damaged car. Do you tell him/her?

A new acquaintance invites you to a party, and everyone there goes skinny-dipping. Do you join them?

You know that a friend's boyfriend is involved with another man. Do you tell her?

You see a friend shoplift something inexpensive. Do you talk to him/her about it?

Your friend is copying someone else's homework instead of doing it himself/herself. Do you talk to him/her?

The cashier overcharges you by 15 cents. Do you complain?

You see your sister's husband kissing another woman. Do you tell her?

You run over your neighbor's dog. Do you confess?

The waiter forgets to charge you for your dessert. Do you tell him?

Your parents tell you to stop seeing your boyfriend/girlfriend. Do you see him/her in secret?



Worksheet 109B



YES	NO

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Worksheet 110: STORY SAGAS

Sample Summaries:

From *General Hospital*:

Catherine is accused of murdering Damian even though no body has been found. (Damian has disappeared under mysterious circumstances.) Lucy remembers seeing Catherine parked outside her building at 11 P.M., which does not match the prosecution's case. Lucy agrees to testify for Catherine. When asked how she happened to look outside at 11 P.M., Lucy says that her pet duck was quacking. This amuses the jury and the lawyers, who laugh at Lucy. Embarrassed, Lucy tries to defend her duck, which only makes matters worse. After her testimony, Catherine is angry at Lucy for mentioning the duck because it made Lucy look foolish and caused the jury to disregard her testimony.

From *All My Children*:

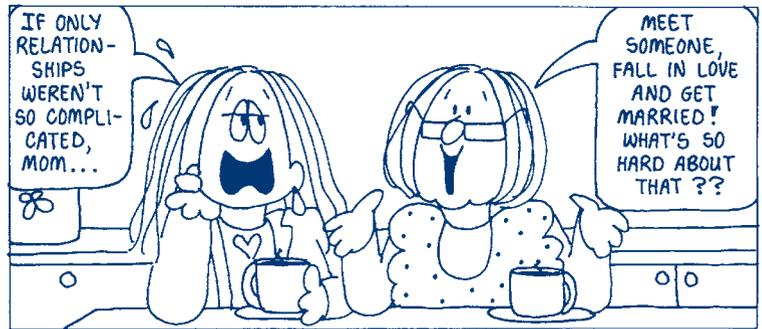
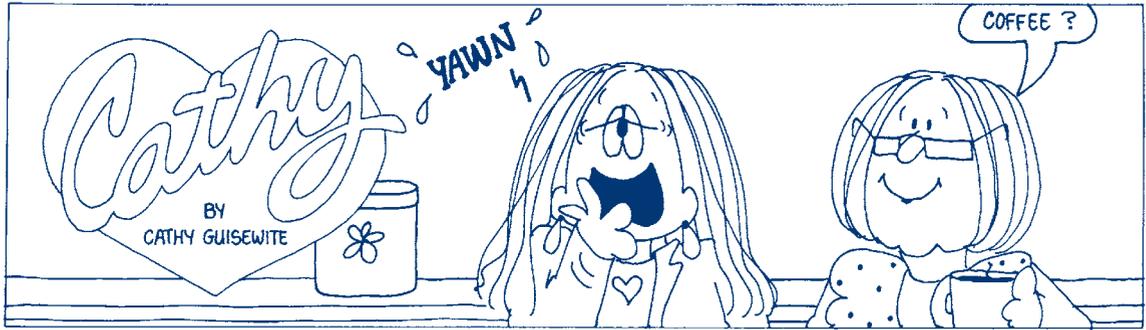
Charlie and Hailey were dating, but break up over a difference of opinion regarding her domineering father. Meanwhile, Cecily's newly famous movie star husband divorces her. She returns to Pine Valley and begins to work for Charlie. An attraction begins to develop between them, which they both deny. Charlie is surprised when Hailey announces only weeks after their break up that she is engaged to Alex.

From *One Life to Live*:

Eighteen-year-old Joe falls in love with a much older woman, Dorian. Although she swears that she really loves Joe, everyone warns him that Dorian is just using him and that he will be hurt. Joe's mother makes a deal with Dorian. Dorian's part of the deal is to drop Joe and marry David, who agrees to marry Dorian for money.

David impersonates Vicki and Tina's brother to inherit a fortune. When he falls in love with Tina, he is forced to reveal the truth to her. She agrees to conceal the truth to help David inherit. David and Tina marry in secret. When Tina's ex-husband, Cord, learns about the marriage, David must confess he is not the true heir. To save Tina from possible conspiracy charges and to help her retain custody of her children, David tells Tina he never loved her, and he divorces her. Having had to give up Tina, whom he really did love, he agrees to Dorian's plan to marry Dorian.

Worksheet 111: COMIC STRIP ADVICE



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Worksheet 112: REVIEW MATCH



if you catch a cold	you need to take some medicine and keep warm
if I had been tired	I would have taken a nap
if I had a dog	I would take him for a walk
if you eat a lot of ice cream	you will gain weight
if I had been as sick as you	I wouldn't have gone to school
if you study hard	you get good grades
if I had had a dog	I wouldn't have been afraid to be alone



Worksheet 112: (CONTINUED)



if I found a wallet	I would return it
If I find your wallet	I will return it to you
If I had found your wallet	I would have returned it to you
if I had eaten the whole box of chocolates	I would have had an upset stomach
if you had asked me	I would have helped you
If I had had enough money	I would have lent you some
if I am sick tomorrow	I will stay home



Worksheet 112: (CONTINUED)



if I had eaten a lot of ice cream	I would have felt sick
if I am angry	my face turns red
if your skin turns green	you have a serious problem
if you ask me	I will tell you the truth
if you need me	I will be there
if I were bitten by a dog	I would go to the hospital
If my feet hurt	I would rub them



Worksheet 113: DEAR ANNIE

Part A

Choose one of the situations. For the situation you choose, write a letter to “Dear Annie” explaining your situation. Ask her for advice about how your situation could have been prevented or how it can be prevented in the future.

1. You forgot to lock your car and as a result, your books were stolen from the back seat. How could you have avoided having your books stolen?
2. You were absent from class on Monday when the teacher told the class there would be a test on Tuesday. How could you have avoided failing the test?
3. Your dog always barks late at night. As a result, your neighbor has threatened to kill the dog. What will save your dog’s life?
4. You were out having a good time. On your way home, a policeman gave you a ticket for speeding. How could you have avoided getting a speeding ticket?
5. Although you know that you are not a very good cook, you prepared dinner for all of your friends. As a result, all of your friends got sick and had to be taken to the hospital. How could this situation have been avoided?
6. While you were playing, you left a little ball on the stairway. When your mother came down the stairs, she fell and broke her leg. How could this have been avoided?
7. Every time you go shopping, you go at 5:00 when the store is busiest. As a result, you always have to stand in a long check-out line. How can you avoid standing in a long line the next time you go to the store?

Example:

Dear Annie,

Help! A terrible thing has just happened to me! Yesterday after my classes, I went to the mall to go shopping. I forgot to lock my car, and as a result, my books were stolen from the back seat. I have a test this Friday, but now I can’t study because I don’t have my book. I am very upset. Could you tell me how I could have prevented this terrible situation?

Sincerely yours,

Going to Fail in Buffalo



Worksheet 113: DEAR ANNIE (CONTINUED)

Part B

You write an advice column in the paper and sign yourself “Dear Annie.” You have received a letter that describes a situation and asks your advice on how the situation could have been prevented/avoided or how it can be prevented/avoided in the future. Write a response, using the appropriate conditional constructions. If you are asked about how a situation could have been avoided, use the untrue in the past conditional. If you are asked about how a situation can be avoided, use the present/future conditional. You may also use other conditional constructions in your response.

Example:

Dear “Going to Fail,”

If you had remembered to lock your car in the first place, your books wouldn't have been stolen and you wouldn't be in this terrible situation! Perhaps in the future you should keep your books in the trunk of your car. That way, if you forget to lock your car again, your books won't be stolen and you won't fail any more tests.

Yours truly,

Annie

P.S. If you tell your teacher about your situation, I'm sure he/she'll help you find a book to study with.



Worksheet 114: ALADDIN'S LAMP

Answer the questions based on the wishes in your group.

1. How many were past wishes?
2. How many were wishes for the present?
3. How many were wishes for the future?
4. How many wishes were about family members?
5. How many wishes were about money?
6. How many wishes were about the environment?
7. How many wishes were about stopping some habit?
8. Did any group members have the same wish?
9. What was the most popular topic of the wishes?
10. What was the most popular time for the wish (past, present, future)?