

# 10 What if ...?

<b>Focus</b>	talking about wishes and possibilities
<b>Grammar</b>	second conditional <i>I wish</i> + simple past
<b>Vocabulary</b>	verbs and definitions moving to a new country
<b>Strategy</b>	showing surprise

## 1 Warm-up

(Books closed.) Tell students about a time you found something valuable (e.g., some money in the street, a piece of jewelry). Tell them when it was, where you were and what you did. If you can't think of anything, invent a story. Then ask students to raise their hand if they have ever found something valuable. Ask them to make groups and share their experiences.

### a Discuss the pictures with a partner.

(Books open.) Ask students to open their books to page 64. Tell them to look at the pictures. Read aloud the questions and encourage students to call out the answers. Then tell students to get into pairs and discuss the pictures. Explain they should talk about them in as much detail as they can, not only describing what they can see but also speculating about the relationship between the people, how they are feeling, etc.

#### Feeder questions

- What's the woman holding?
- Are they enjoying themselves do you think?
- Do you like doing quizzes?

### b Do you think you're an honest person?

#### Tell your partner.

Read aloud the question and give an example from your own life of a time when you behaved honestly (e.g., telling someone they had dropped some money in the street). Then ask students to stay in their pairs and discuss how honest they think they are. Encourage them to talk about any occasions when they behaved honestly (or dishonestly!).

## 2 Conversation

### a [2.29] Listen and read.

Ask students to raise their hand if they like to do personality quizzes. Explain that they are going to hear a conversation between a man and a woman. Point out that the woman is asking the man some questions from a personality quiz in a magazine. Tell them to read along as they listen. Play the audio.

#### Language note

*I see* is a common expression in spoken English that people use to show they have understood what someone means.

### b Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, have them switch roles and practice again.

#### Optional

Before students practice the conversation, tell them to listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio again. If you wish, pause the audio to point out important stress, rhythm and intonation features.

### Challenge! With your partner, ask and answer the three quiz questions.

Ask students to stay in their pairs and explain they are going to ask each other the same questions that Debbie asks Jose. Have students find the questions in the conversation as you read each one aloud. (*If you found an expensive watch on a park bench, what would you do? If a store clerk gave you too much change, would you give it back? If a waiter forgot to charge you for something you ate in a restaurant, would you tell him?* ) Then tell students to ask and answer the questions with their partner. When students are ready, ask the class what they would do in each situation and try to find the most honest (and dishonest!) person in the class.

#### [2.30] Language box

Ask students to look at the Language box. Play the three example sentences. Explain to students that we use the second conditional to talk about imaginary, hypothetical situations. Point out that we use *I wish* + simple past to talk about things we would like to be different in the present or future. If students need additional explanation, use the Grammar reference on page 111.

#### Grammar reference, p.111

Tell students to turn to page 111. Read aloud the explanation of when to use the second conditional, and the example sentences. Emphasize that the second conditional can refer to either present or future time. Explain that we

make the second conditional using *If* + simple past, *would(n't)* + verb. Emphasize that we can replace *would* with *could* to talk about ability, and read aloud the example sentences. Add that the *If* clause can be either at the beginning or end of the sentence. Point out that in written English a comma is needed when the *If* clause starts a sentence, and draw students' attention to the use of commas in the examples. Add that it is possible to say either *If I/he/she/it was or were*, and read aloud the examples. Finally, emphasize that the difference between the first and second conditional depends on how likely or possible we see the event. Read aloud the examples, and emphasize that the first conditional is used when the event is possible (e.g., *If I have time, I'll call you.*), and the second conditional is used when the event is much less likely (e.g., *If I won \$1 million, I'd stop working.*), or even completely hypothetical (e.g., *If I was a bird, I'd fly to Africa.*).

Draw students' attention to the use of *I wish* + simple past. Read aloud the examples and point out that we use *I wish* + simple past to talk about things that we would like to be different in the present or future. Give some examples and ask concept questions to help students understand. For example, write on the board *I wish I had a new car*, then ask the class *Do I have a new car?* (no) *Would I like to have a new car?* (yes). Write another example on the board: *Julie wishes she didn't have to take the exam*, and ask the class *Does Julie have to take the exam?* (yes) *Does she want to take the exam?* (no). Remind students that this form is used to refer to either present or future time. Tell students to refer back to this page any time they are unsure about the form or use of the second conditional or *I wish*.

### 3 Vocabulary

#### a Match each definition with a verb.

Ask students to turn to page 65. Read aloud the list of verbs, and draw students' attention to the definitions. Explain to students that they should read the definitions carefully and match each verb (a-i) with the correct definition (1-9). Point out that the first one is already identified: 1-d. Explain they can use their dictionaries to help them. Check answers as a class.

#### Answers

1 d 2 c 3 h 4 a 5 i 6 b 7 g 8 f 9 e

#### b Test a partner. Say a verb. Can your partner remember the meaning?

Ask students to get into pairs. Explain that they should take turns reading aloud a verb from exercise a. Their partner should try to remember the correct meaning. They should switch roles after four or five definitions.

## 4 Exchange

#### a Before you listen, complete the conversation using the correct form of each verb. Work with a partner.

Tell students that they are going to listen to a conversation between two people. Ask them to get into pairs and explain that before they listen, they should read the conversation and try to complete each blank with a verb from the list. Add that they need to put each verb in the correct form.

#### b [2.31] Listen and check. Then practice the conversation with your partner.

When students have had enough time to guess the missing words, play the audio. Then check answers as a class. Finally, tell students to practice the conversation, switching roles so they practice twice.

#### Answers

1 owes 2 lent 3 hasn't paid 4 borrowed  
5 forget

#### Optional

Before students practice the conversation, play the audio again. Pause the audio after each sentence and point out the main stress, and any rising or falling intonation. Then play the audio once more. Pause after each sentence and have students repeat it. Encourage them to stress the same words, and use the same intonation, as each speaker.

#### Strategy: Showing surprise

#### a Respond to each statement by saying *Really?* and repeating the key information.

Tell students that a good conversation strategy can be to show surprise at what the speaker is saying. This encourages the speaker to explain further and go into more detail. Draw students' attention to the example and point out that they can show surprise by saying *Really?* and repeating the key information back to the speaker. Emphasize that their voice should go up, making a question, and prompting the speaker to respond. Ask students to get into pairs and explain they should take turns responding with surprise to each statement (1-5).

#### b [2.32] Listen and check. Then practice the conversations with a partner. Add follow-up questions.

Tell students to listen and check their answers. Play the audio (Student CD). Check answers as a class. Point out that the speaker's voice goes up on *Really?* and also when repeating the key information. This makes the statement into a question, and prompts the other speaker to respond. Then ask students to stay in their

pairs and practice each conversation. Emphasize that this time they should make sure they use the correct intonation, and also add a follow-up question. Read aloud the example, then tell students to begin. When they finish, they should switch roles so they practice twice.

### Answers

1 Really? You'd buy a new car? (What model would you buy?) 2 Really? You'd like to be a chef? (What kind of food would you like to cook?) 3 Really? You saw John last night? (Where did you see him?) 4 Really? It only cost \$30? (Why was it so cheap?) 5 Really? You've been sick all week? (What's been wrong with you?)

### Grammar activities, p.111

Tell students to turn to page 111. If necessary, review the examples on the left side of the page. Tell students to do the exercises, then compare with a partner. Check answers as a class. (**Challenge!**) Ask students to get into pairs and tell them to look at the prompts and make questions using the second conditional. Read aloud the first question as an example: *What would you do if you found a spider in your room?* Then tell students to ask and answer the questions with their partner. Encourage them to add their own questions. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

### Answers

a 1 I would ride to work if I had a bicycle.  
2 I would go to college if I had the chance.  
3 I would be much happier if I worked part-time. 4 I wish you wouldn't complain all the time. 5 Would you tell me if you didn't like my cooking? 6 If you could choose anything to eat tonight, what would you have? 7 What would you do if you found a cell phone? 8 If you could go anywhere, where would you decide to go?  
b 1 g 2 e 3 h 4 a 5 b 6 c 7 f 8 d

### Extra support

Have the class call out all three questions and write them on the board: *What would you do if you found a spider in your room? What would you do if you forgot your best friend's birthday?* Then explain that *other?* means students should try to think of their own questions, and ask them to call out one or two additional questions. Write these on the board, then tell students to begin.

### Pronunciation, p.115

#### [2.33] Unit 10 Linking – *would you ...?*

Ask students to turn to page 115. Point out that when native speakers say *would you*, these words usually blend together to sound like /wʊdʒə/. Tell students to listen to the examples and play the audio. Then play the audio again, pausing after each question for students to repeat it. Finally, ask students to get into pairs and practice.

### Communication activity, p.90 and 99

#### a What would you do if you won \$1,000,000? Write notes.

Ask students to get into pairs and turn to page 90. Decide who is Student A and who is Student B. Tell Student A to turn to page 90 and Student B to turn to page 99. Ask them to imagine that they have won one million dollars. If possible, tell them how much money this is in their own currency. Tell them to read the questions and make notes of their answers in the space provided.

#### b Interview your partner and note their answers. Do you have similar ideas?

When they have finished, ask students to get back into their pairs and take turns telling each other what they would do with the money, using their answers. Encourage students to express surprise by saying *Really?* and repeating the key information. Encourage them to add follow-up questions as well. Monitor and help as needed.

## 5 Language in action

#### a Read and answer the questions. Then ask and answer the questions with a partner.

Ask students to turn to page 66. Read aloud the heading *If you could ...* and each phrase below. Give students time to note their answer to each question in the space provided, then ask them to get into pairs. Explain they should ask and answer the questions together. Read aloud the example conversation with one student as the other students read along. Encourage students to explain their reasons and give as much detail as possible when they answer questions. Point out that they should express surprise by saying *Really?* and repeating the key information. Encourage them to add follow-up questions as well.

#### Optional

Monitor and help as needed. Listen carefully and take a note of any errors using the second conditional that students make. After they have finished, write these sentences on the board and ask students to get into pairs and spot the error in each one.

**b Make questions using the second conditional and interview your classmates. Ask questions for more information and write notes.**

Tell students to look at the prompts and explain that they should use the prompts to make questions using the second conditional. Read aloud the example conversation with one student as the other students read along. Explain to students that they are going to stand up, mingle and ask different questions to different classmates. Tell them to ask follow-up questions for more information and make notes of the students' names and answers in their notebook. Have students stand up and do the task.

**c Tell your partner your results.**

Ask students to get back into their original pairs. Explain they should tell their partner all the information they have found out about their classmates. Read aloud the example, then tell students to begin.

**d Think of three possessions you would really like to have and give your reasons. Then tell your partner.**

Explain that students should make a note of three things they would like to have (but don't have right now). Explain that they should make notes of their ideas and encourage them to give at least one reason for wanting to have each item. When they are ready, read aloud the example and ask students to get back into their pairs and tell each other. Point out they must use the second conditional or *I wish* + simple past.

**Challenge! Imagine you could do anything you wanted for one day. What would you do? Tell your partner.**

Ask students to stay in their pairs and tell them to discuss what they would do if they could do anything they wanted for one day. When they have finished, ask students to make groups and tell each other their ideas. Encourage them to choose the best ones, then tell the class.

## 6 Listening

**a [2.34] Listen to Manuela, from Salvador, Brazil, talk about some things she wishes were different in her life. Find three things she wishes were different.**

Explain to students that they are going to listen to a Brazilian woman talk about various aspects of her life. Explain they should listen and identify three things she wishes were different. Play the audio, then check answers as a class.

### Answers

Manuela wishes she could move home, buy a new car and take more exercise.

**b [2.34] Listen again and write T (true), F (false) or D (don't know) for each statement.**

Tell students to read the statements about Manuela. Explain that they should listen again and mark each statement T (true) or F (false). Point out that if no information is given, then they should mark the statement D (don't know). Play the audio. Ask students to check their answers in pairs, then check answers as a class.

### Answers

1 F (it takes her nearly an hour) 2 F (she can't afford a new car) 3 D 4 D 5 T

### Audioscript

**Interviewer = I Manuela = M**

**I:** So what things would you change in your life, Manuela, if you had the chance?

**M:** Oh, I'd change quite a few things, I think! The first thing I'd do if I could is move.

I wish I lived closer to work. It takes me nearly an hour to get to work from my home.

**I:** That's a pretty long journey.

**M:** It is. And I'd also like to change my car. I wish I had a new car, but they're so expensive I can't afford one.

**I:** I see. So you'd move, buy a new car ... what about work?

**M:** Oh no. I'm happy with my job. I wouldn't want to change that. I love what I do.

**I:** Is there anything else you wish were different?

**M:** Hmm ... Well, not really. I'm pretty happy with my life. Oh, I'd like more time to exercise, though. If I exercised every day, I'd feel happier for sure, but I never seem to have time.

**I:** OK, so you'd like a bit more time to exercise. It looks like there are a few things you want to change, but not everything about your life, right?

**M:** That's right. I'm fairly happy really. You don't need much to be happy.

### Video

Explain that this is a good point in the unit for students to go online and watch the video for this unit. Teaching notes, video transcript and the answer key are also online or on pages 99–112 of this book.

## 7 Speaking

### a Complete these sentences. Then tell a partner.

Tell students to look at the phrases and explain that they must use their own ideas to complete each one. Emphasize that they should try to make statements that are true for them. Check students have understood, then tell them to complete the statements. When they have finished, ask students to get into pairs and read their sentences to each other. Encourage them to explain their reasons. Point out that students should show surprise at what their partner says, and ask follow-up questions for more information, wherever possible.

### b Make a group and compare your ideas.

Ask students to make groups. Tell them to compare their sentences from exercise a. Read aloud the example conversation with one student as the other students read along. Encourage them to agree or disagree with each other's statements

## EXPANSION

## Reading

### Skill: Understanding the main idea

#### a [2.35] Read the personality questionnaire and circle your answers.

Explain to students that they should read the personality questionnaire and circle their answer to each question. Check students have understood, then tell them to begin.

#### b Take turns to ask and answer the questions with a partner. When you finish, check your partner's score.

Ask students to get into pairs and tell them to take turns asking and answering each question. Explain that they should make a note of their partner's answers. When they have finished, they should check their partner's score and refer to the explanations to tell their partner what it means.

#### c Look at the questions carefully. What quality do you think the personality questionnaire is testing? Choose an adjective from the box.

Ask students to work individually and read the text again. Explain they should focus on the meaning behind each question, and try to identify what quality the personality questionnaire is testing. Explain that trying to understand the main idea behind a text in this way is a useful skill. Read aloud the adjectives in the box and explain that students should choose one adjective. After they have finished, have students check their answer in pairs, then check the answer as a class.

### Answer

adventurous

### Optional

Ask students to make groups and discuss their answers to each question. Encourage them to give as much detail as possible and to justify their answers.

### Challenge! With a partner, think of some questions for a different personality questionnaire.

Ask students to get into pairs and explain they should refer to the questions in the questionnaire as an example, and write some questions for a different personality questionnaire. Monitor and help as needed. When students are ready, tell them to ask and answer their questions with the rest of the class.

## Listening

### Skill: Listening for opinion

#### a [2.36] Listen to Tyler and Amanda talk about leaving their hometown to live in another country. Check (✓) their opinions.

Tell students they are going to hear two friends talk about leaving their hometown. Explain they must listen and check each person's opinion about going to live in another country. Explain that trying to listen for and understand people's opinions is a useful skill. Give students time to read the opinions then play the audio. Check answers as a class.

### Answers

Amanda would travel abroad but only on vacation. Amanda worries about missing friends and family. Tyler would like to live in another country. Tyler wishes life was more exciting. Amanda is cautious about starting a new life.

### Audioscript

**Tyler = T    Amanda = A**

**T:** This town's really boring. There's never anything to do here. It's just work, work, work. Ugh!

**A:** You're always complaining, Tyler. There's a lot to do here, it's just you. If you ask me, you're just getting restless.

**T:** Yeah, I think you're right, Amanda. I'd love to leave this place. You know, just because we grew up here doesn't mean we have to live here the rest of our lives.

**A:** Of course it doesn't. I know that. But where would you go?

**T:** Oh, I'd go someplace big. Like New York, or maybe even Europe ... Madrid or Berlin!

**A:** You're kidding, right? You... in Europe?  
You'd go all the way to Europe to sit there and say that's boring too?

**T:** No, I'd love it! There's so much to see and do, and all the countries are so close... if I didn't like one place I'd just jump on a train and go to another. Wouldn't you like to do that? To escape from here and see the world?

**A:** Sure, for a few weeks. But I don't think I'd like to travel around permanently, if that's what you're talking about. I'd miss all my friends, and my family. Wouldn't you miss anyone?

**T:** Sure I would, but I'd come back ... eventually. Anyway, I'm sure they'd all rather I was happy than listen to me complain about this place all the time.

**A:** You're right there.

**T:** Oh, come on, Amanda. Don't you wish you could just, like, change everything and escape to a new life somewhere?

### **b What do you think *to have itchy feet* means? Do you have itchy feet?**

Ask students to make groups. Read aloud the questions and tell students to discuss them. Check answers as a class.

#### **Answers**

The expression "to have itchy feet" is a common expression in English which means that someone doesn't want to settle in one place, but to keep moving around.

## **Vocabulary**

### **Moving to a new country**

**Study these definitions. Complete each sentence with the correct word or phrase.**

Explain to students that they should complete each sentence with one of the words in bold. Give them time to read the definitions, and write the words, then check answers as a class.

#### **Answers**

1 expatriate 2 settle down 3 emigrate 4 citizen  
5 custom 6 fit in 7 immigration 8 culture shock

## **Writing**

**Imagine you lived in another country. How would your life be different? Look at the Study guide to help you.**

Read aloud the points in the **Study guide** as students read along. Tell students they should choose a country and follow the steps to write about how their life would be different if they lived there. Emphasize they should use the second conditional wherever possible, and review the form if necessary. Refer students to the example beginning, then monitor and help as needed. You may want to collect students' work to grade.

#### **Example answer**

If I lived in France, my life would be different in many ways. I would live in the countryside and speak French. I would be happy because I would eat great food all the time. However, I would miss my friends and I wouldn't be able to enjoy karaoke as much. Also, if I lived in France, I think I would eat less sushi.

#### **Optional**

Ask students to make groups and read aloud their work to each other. Tell students to listen to each other and say if they think their classmates' lives would be as they imagined.