

10.1 Regrets? I've had a few!

You are going to an interview at a university. It rained on the way to the train station and you're wet. You didn't buy a ticket online, the ticket office is closed, and the ticket machine isn't working. You get on the train and get fined \$50 for traveling without a ticket. You have to get off at the next station. If you arrive late, you'll miss your interview.

You decided to drive to your friend's house for a party he was having. The car got a puncture (a hole in the tire), but you didn't have a spare tire because you didn't replace it the last time this happened. It's getting dark and you are miles from anywhere.

It was a sunny morning so you went to the beach. After swimming, you lay down on your inflatable mattress. You fell asleep. When you wake up, you are burned from the sun from head to toe. You also realize that you are now about 500 meters from land.

It was hot in the night so you decided to sleep in the backyard. You wake up covered in mosquito bites, then realize you can't get into the house because you forgot to bring the key.

You have technical skills at web design. A friend of yours asked you to help him start an internet business. You happily gave him your help, but, now that the website is online, you see that it is a dishonest website that tries to get people to give it money for nothing.

You saw your best friend cheating in an exam. You and she have talked about cheating in the past and she's always been against it. It's not like her to do this. What's more, this exam is really important for you, and it won't be fair if she does better than you.

You found \$1,000 in a bag in the park some time ago. There was no one there to claim it, so you took it and have since spent it all. You've just heard from a friend whose mother works at a local children's charity that they lost \$1,000 in the park, so the money you spent was probably theirs.

10.2 And that's why...

... your favorite cup is broken.

... there's water all over the bathroom floor.

... I haven't done your homework.

... there's a strange smell in here.

... there's tomato ketchup on the wall.

... Dad's iPhone is in the washing machine.

... your bicycle is not outside where you left it.

... I'm wet.

... there's an angry dog in the garden.

... I'm giving you your birthday present two weeks late.

... I can't give you your MP3 player back.

... there's a scratch on the car.

... the TV isn't working.

... I didn't get home until four in the morning.

... I only got 20% on the Math test.

10.1 Regrets? I've had a few!

Aim

To practice the unit grammar

Language

Second and third conditionals, *If only...* and *I wish...*

Time

40 minutes

Preparation

One copy of the worksheet for every 21 students, cut up

Procedure

- To model the activity, tell the class that you are in a difficult situation and that they have to guess what it is. You will give them some clues. Read the following clues, two at a time, giving students a minute each time to discuss with a partner what the situation might be.
If only my mobile phone was working!
I wish I hadn't got out of the car.
If it was warmer, I'd be able to keep walking.
I wish I'd checked the weather forecast before coming home.
I wouldn't have driven off the road if I'd changed the car's tires to winter tires.
If I hadn't tried to get home tonight, I'd be safe and warm at Andy's house.
- To ensure that students use the grammar correctly, put the following prompts on the board: *change to winter tires, check the weather forecast, drive off the road, get out, I wish..., If..., keep walking, mobile phone, safe and warm, try to get home, warmer.* Give students time to reconstruct the sentences before inviting volunteers to share them with the class. Compare them with the originals that you read out.
- After all six clues, tell them to decide what the full story is. Elicit their stories before revealing the original story and congratulating any pairs who guessed the full story, or close to it.

Answer

You were at your friend Andy's house and drove home in the dark. It started to snow and on the way your car came off the road. Your mobile phone wasn't working so you got out and started to walk to find help. But it was so cold that you couldn't keep walking and you have stopped. You are now somewhere in the countryside, unable to contact anyone, hoping that a car comes along.

- Put students in groups of three. Hand out one of the situations to each group. Tell students to each write two sentences prompted by the situation which use a second or third conditional sentence or start *I wish...* or *If only...*
- Go around and help students to express their ideas clearly and accurately. In their groups, have them compare sentences. Tell them that they must have six sentences which express different ideas, so if there are any repetitions, they must write new sentences.
- Put each group together with another group. They take turns to read out their sentences. Members of one group try to guess what the other group's situation is, just as you did with the class.
- When groups have finished guessing each other's situations, call on students to share the stories, and discuss as a class which is the most difficult situation. Also, ask students what they would do in those situations.

10.2 And that's why...

Aim

To practice functional language of the unit

Language

Explaining causes and reasons, e.g., *That's why...*

Time

40 minutes

Preparation

One copy of the worksheet for every sixteen students, cut up into strips

Procedure

- Put students in pairs. Ask them to tell their partner about the last time they had to make an excuse for something. After two minutes, invite students to share what their partners told them with the class.
- Tell students that they are going to practice making excuses. Point out that making excuses relates to "Explaining causes and reasons." Write this on the board. If it has been a few days since you did Lesson 10E, test them on their memory of the Useful language in that lesson by eliciting all the words and expressions (without them looking in their books) and writing them on the board.
- Hand out one strip of paper to each member of the class. Tell them not to show it and to think of the most complicated excuse for their problem. Explain that they will be reading out their excuse without saying the result; the listeners should be able to guess what the result is from the excuse.
- Give them five minutes, and put them in pairs to help one another. Encourage them to use the language of explaining causes and reasons. Go around and offer suggestions if necessary. Make dictionaries available.
- When they have finished, put them into groups of eight or so with people they weren't in a pair with. They must not show each other their strips of paper. Explain that they must take turns to read out their excuses, but when they get to the last sentence, they should stop and the rest of the group should call out what they think the last sentence is.
- Go around and listen for the ways they explain causes and reasons. Make a note of any errors in this area.
- When they have finished, call on one or two students to share their favorite excuses with the class. Correct any errors that you heard.

Extension

- Take any strip and read it out. Show how you can turn it into an accusing question, e.g., *And that's why your favorite cup is broken* → *Why is my favorite cup broken?* Drill it in an accusatory tone.
- Explain that the students are going to play a game. They will stand up and go around the classroom accusing as many people as they can and eliciting excuses. Explain that if they hear an excuse that someone else has already said, they should say *Heard it!* and the person must think of a different one. If they cannot think of one, they are out of the game and must sit down. The winner is the last person still standing.