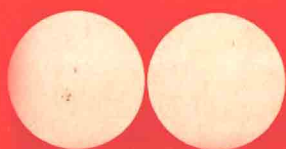


Michael Berman

Practice in the
Conditional



Practice in the Conditional

Practice in the Conditional

Michael Berman



HODDER AND STOUGHTON
LONDON SYDNEY AUCKLAND TORONTO

British Library Cataloguing in Publication Data

Berman, Michael

Practice in the conditional.

1. English language – Textbooks for foreigners
2. English language – Conditional clauses

I. Title

928'.2'4

PE1128

ISBN 0 340 22604 8

Copyright © 1978 Michael Berman

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Phototypeset in V.I.P. Times by

Western Printing Services Ltd, Bristol

Printed in Great Britain for Hodder and Stoughton Educational, a division of Hodder and Stoughton Ltd, Mill Road, Dunton Green, Sevenoaks, Kent, by Biddles Ltd, Guildford, Surrey.

Introduction

The purpose of the book is to provide material for essentially oral presentation, and a record of the material for the student to keep. It is suitable for use with students from Elementary to Proficiency level. Instructions have been kept to a minimum so as not to restrict the teacher to any particular approach. The advantage of concentrating on a particular aspect is that material can be included that the ordinary course-book has no space for, but which nonetheless needs to be examined.

The following passage from *English as a Foreign Language* by R. A. Close is relevant to the subject and worthy of note: 'certain conventional patterns are found in sentences containing conditional clauses; but this does not exclude the possibility of having any combination of tenses, even in conditional sentences, if the meaning demands it'.

Listening comprehension passages illustrate when to use a particular pattern. Before presenting the passages, the teacher can introduce new lexis and then read the passage at least twice to the class. During the second reading he can pause before certain words and ask the students to supply them to ensure close attention. The teacher can then ask questions on the text, or ask the students to question each other. The key structures can then be written on the board and examined. As a follow-up the passages can later be presented as dictations or given with the missing words to fill in. Practice situations can be presented orally in class and then set for homework. They provide useful further practice and the responses cannot be mechanical because each situation is different.

With invention exercises the student is required to make sentences from the prompts like the example. These exercises can be presented orally in class and then set for homework. Responses to substitution drills can be in chorus or individual. It is a good idea to present the prompt before naming the student to hold the attention of the whole class.

With substitution tables different words can be substituted in each section of the table, providing a large number of examples of the construction. Through practice and repetition of good models, the students get into the habit of using the correct form. The teacher should first go through the items in the table and then show the students how to use it by pointing out a couple of examples.

Certain items have been introduced separately, but at a later stage they could be brought together and compared. For example:-

Do you mind if I open the window?/Would you mind if I opened the window?

Notes have been made on whether forms are used mainly in spoken or written English, and on lexical items which might present problems.

Teachers should make sure that the students can use both full and short forms of the auxiliaries, but concentrate on the short forms in oral situations.

Although items are presented structurally, there are notes on their functions in boxes in each section, and teachers or students following a functional approach can refer to the index at the back of the book.

Contents

Introductory Exercises	9
If you add . . . and . . . , you get . . .	9
If you like (a spoken form)	10
If you ask me (a spoken form)	11
If I'm . . . , I hate to think what you are! (a spoken form)	12
If mine is . . . I hate to think what yours is like! (a spoken form)	13
Do you mind if . . . ?	13
If you feel like that/If that's the way you feel (spoken forms)	14
If you want . . . , you must . . .	15
If you've got . . . , you can . . .	16
If does . . . , should do . . . /If does . . . , ought to do . . .	17
 Type 1 Basic Forms and Variations	 18
If you take my advice . . .	18
If does . . . , will do . . .	19
If it's heads . . . , if it's tails . . .	19
What will happen if . . . ?/What will you do if . . . ?	20
Superstitions	22
If/When	22
If does . . . , is/are going to do . . .	24
Suppose/Supposing/What if . . . ; In that case	25
If you will/would (polite request)	26
If you <i>will</i> (insistence)	27
If you won't (refusal)	28
If it should happen	28
If I can manage to/it; If I'm able to; If I'm allowed to	29
If have done . . . , must/can/will do . . .	30
 Type 2 Basic Forms and Variations	 31
Would you like a . . . ?	31
Would you like to . . . ?	32
Would you mind if . . . ?/Would it be all right if . . . ?	33
If I was you, I'd . . . /If I were you, I'd . . .	34
If it were . . . , I'd . . .	36
If I were . . . , I'd . . .	37
If I were . . . , I'd have to . . . /I'd be able to . . .	38
If I had my way . . .	38
I'd prefer someone to do; I'd rather someone did; I'd sooner someone did; It would be better if someone did . . .	39
If not for/But for/If it weren't for . . .	40
If did . . . , would do . . .	40

What would happen if . . . ?/What would you do if . . . ?	42
If did . . . , would/could/might do . . .	43
Suppose/Supposing/What if . . . ; In that case	45
I wouldn't do it for all the tea in China/if you paid me (spoken forms)	46
If it wasn't for the fact . . .	46

Type 3 Basic Forms and Variations 48

If had done . . . , would do . . .	48
I'd have done something different!	48
If had done . . . , would have done . . .	49
If hadn't done . . . , wouldn't have done . . .	50
What would have happened if . . . ?/What would you have done if . . . ?	51
If had done . . . , would/could/might have done . . .	52
Suppose/Supposing/What if . . . ; In that case . . .	54
If it wasn't for the fact . . .	56
If not for/But for/If it hadn't been for . . .	56
If did . . . , would/could/might have done . . .	57

Alternative Conjunctions and other uses of IF 58

Failing this/Otherwise	58
In case/In case of	59
In the event of (written form)	60
For fear (that)/Lest/For fear of (written forms)	60
If/Unless	62
Provided (that)/Providing/As long as/So long as/On (the) condition that	64
It isn't as if . . . ; It isn't that . . .	65
Even if	66
Well, if it isn't . . . ! (a spoken form)	68
As if . . . ! (a spoken form)	69

The Subjunctive 70

Suggest/Recommend that something (should) happen	70
Wish had/were/did	70
Wish would do	72
Wish had done	73
I wish . . .	74
If only	76
As if/Though	77
It's (about) time someone did	78

Index of Functions 80

Introductory Exercises

These preparatory exercises provide practice in the use of IF, leading up to the presentation of the first type of the conditional.

If you add . . . and . . . , you get . . .

- | | |
|----------------|--|
| $6+3=9$ | If you add six and three, you get nine. |
| $6-4=2$ | If you subtract four from six, you get two. |
| $8\div 2=4$ | If you divide eight by two, you get four. |
| $3\times 4=12$ | If you multiply three by four, you get twelve. |

Notice that these are statements of fact. IF is another way of saying WHEN.

Exercise: Put the sums into words.

- | | | | |
|-------------------|-------------------|-------------------|----------------------|
| a) $4+6=10$ | f) $7\times 2=14$ | k) $17-9=8$ | p) $63\div 7=9$ |
| b) $11-6=5$ | g) $13-6=7$ | l) $36\div 4=9$ | q) $13+14=27$ |
| c) $15\div 3=5$ | h) $16\div 2=8$ | m) $17+8=25$ | r) $11\times 12=132$ |
| d) $6\times 4=24$ | i) $13+9=22$ | n) $9\times 7=63$ | s) $27-16=11$ |
| e) $11+6=17$ | j) $5\times 8=40$ | o) $32-7=25$ | t) $84\div 7=12$ |

Exercise: Think of some more examples like these and then write them down.

If you mix blue and yellow, you get green.

Exercise: Make sentences like the example.

- | | |
|------------------------|-------------------------|
| 1 black and white/grey | 3 red and white/pink |
| 2 blue and red/mauve | 4 red and yellow/orange |

What do you get if you mix blue and yellow?

You get green.

Exercise: Make questions and answers like the example.

Exercise: Answer the questions.

- 1 Add two numbers and you get nineteen. If one number is eight, what is the other?
- 2 Sally and Mary are twins. If Sally is seven, how old is Mary?
- 3 If six apples cost thirty pence, how much does one cost?
- 4 Add two numbers and you get thirty six. If one number is seventeen, what is the other?

- 5 John and Peter have fifty pence between them. If John has thirty five pence, how much does Peter have?
- 6 If three umbrellas cost six pounds, how much does one cost?
- 7 Mix two colours and you get mauve. If one colour is red, what is the other?
- 8 Add two numbers and you get ninety eight. If one number is nine, what is the other?
- 9 If eight pencils cost twenty four pence, how much does one cost?
- 10 Sally and Mary have one pound fifty pence between them. If Sally has eighty five pence, how much does Mary have?
- 11 Add two numbers and you get one hundred and twenty six. If one number is twenty nine, what is the other?
- 12 If five books cost four pounds, how much does one cost?
- 13 Multiply two numbers and you get two hundred and sixty eight. If one number is two, what is the other?
- 14 John and Peter have two pounds seventy nine pence between them. If Peter has one pound fifty eight pence, how much does John have?
- 15 If three packets of cigarettes cost ninety six pence, how much does one packet cost?

If you like (a spoken form)

Sally and Mary Smith, the twins, are playing in the garden. Mary has a bar of chocolate, and Sally's mouth is watering because she wants some. 'You can have a piece if you like,' says Mary.

- a) Where are they playing?
- b) What does Mary have?
- c) Why is Sally's mouth watering?
- d) What does Mary say?

Mr and Mrs Smith are sitting on the sofa in the living room, and they're watching television. Mr Smith doesn't like the programme, so his wife says he can switch over to another channel if he likes.

- a) Where are they sitting?
- b) What are they doing?
- c) Does Mr Smith like the programme?
- d) So what does his wife say?

Notice that IF YOU LIKE is a way of giving permission. It is another way of saying IF YOU WANT (TO).

Exercises: Make sentences.

Examples: Can he take his mother?

HE CAN TAKE HER IF HE LIKES.

Can they take their son?

THEY CAN TAKE HIM IF THEY LIKE.

- 1 Can she take her aunt?
- 2 Can he take his uncle?
- 3 Can she take her husband?
- 4 Can they take their daughter?
- 5 Can she take her father?
- 6 Can he take his children?
- 7 Can they take their parents?
- 8 Can she take her cousins?
- 9 Can he take his niece?
- 10 Can she take her nephew?

Exercise: Make sentences.

Example: He doesn't want to travel by plane.

THEN HE CAN TRAVEL BY BOAT IF HE LIKES.

- 1 She doesn't want a red one.
- 2 He doesn't want to sit in the back.
- 3 They don't want an expensive one.
- 4 She doesn't want to go alone.
- 5 He doesn't want a long one.
- 6 They don't want to leave in July.
- 7 She doesn't want coffee.
- 8 They don't want to come on Tuesday.
- 9 She doesn't want a big piece.
- 10 He doesn't want to paint it green.

If you ask me (a spoken form)

STUDENT A: I think he's Spanish.

STUDENT B: If you ask me, he's French.

STUDENT A: I think she's German.

STUDENT B: If you ask me, she's Swiss.

STUDENT A: I think they're Chinese.

STUDENT B: If you ask me, they're Japanese.

Notice that IF YOU ASK ME is another way of saying I THINK.

Exercise: Make two-line dialogues like the examples. Look at this before you start:

<u>COUNTRY</u>	<u>ADJECTIVE</u>	<u>COUNTRY</u>	<u>ADJECTIVE</u>
Africa	African	India	Indian
America	American	Iran	Iranian
Australia	Australian	Ireland	Irish
Austria	Austrian	Israel	Israeli
Belgium	Belgian	Italy	Italian
Bulgaria	Bulgarian	Norway	Norwegian
Canada	Canadian	Poland	Polish
Czechoslovakia	Czechoslovakian	Portugal	Portuguese
Denmark	Danish	Russia	Russian
Egypt	Egyptian	Scotland	Scottish
England	English	Sweden	Swedish
Finland	Finnish	Syria	Syrian
Holland	Dutch	Wales	Welsh
Hungary	Hungarian	Yugoslavia	Yugoslavian

If I'm . . . I hate to think what you are! (a spoken form)

STUDENT A: I can't do my homework tonight because I'm going to the cinema.

STUDENT B: Aren't you lazy!

STUDENT A: Well if I'm lazy, I hate to think what you are! You never do your homework.

Notice how you can reply when someone you know is unpleasant to you:

Aren't you lazy! – Well if I'm lazy, I hate to think what you are! (Notice that YOU is strongly stressed.)

Exercise: Make two-line dialogues like the example.

Prompts:

- | | |
|------------|--------------|
| 1 stupid | 6 slow |
| 2 rude | 7 ugly |
| 3 careless | 8 nasty |
| 4 dirty | 9 unfriendly |
| 5 clumsy | 10 cruel |

If mine is . . . I hate to think what yours is like! (a spoken form)

STUDENT A: Isn't your English terrible!

STUDENT B: Well, if mine is terrible, I hate to think what yours is like!

Exercise: Make two-line dialogues like the example.

Prompts:

- | | |
|-----------------------|-------------------------|
| 1 pronunciation/awful | 6 composition/shocking |
| 2 spelling/weak | 7 vocabulary/limited |
| 3 accent/strong | 8 reading/poor |
| 4 dictation/atrocious | 9 handwriting/appalling |
| 5 homework/a mess | 10 notebook/untidy |

Do you mind if . . . ?

STUDENT A: What are you doing tonight?

STUDENT B: We're going to the theatre. Would you like to come with us?

STUDENT A: Do you mind if I bring a friend with me?

STUDENT B: Of course not!

STUDENT A: Then I'd love to.

Notice we use DO YOU MIND IF . . . ? to ask politely for permission to do something.

Exercise: Make dialogues like the example.

Fluency Practice: DO YOU MIND IF SHE COMES?

- | | |
|----------------|---------------|
| 1 Does he | 6 Do they |
| 2 goes | 7 she doesn't |
| 3 they go | 8 we don't |
| 4 try it | 9 Does she |
| 5 she tries it | 10 stay |

Exercise: Make sentences with DO YOU MIND IF . . . ?

Example: I'd like to turn on the light.

DO YOU MIND IF I turn on the light?

- 1 She'd like to open the window.
- 2 I'd like to smoke my pipe.
- 3 We'd like to come on Tuesday.
- 4 I'd like to watch television.
- 5 She'd like to listen to the radio.
- 6 He'd like to bring a friend.
- 7 I'd like to take off my jacket.
- 8 They'd like to stay for another week.
- 9 He'd like to leave early.
- 10 She'd like to go on Thursday.

Notice that the answer to DO YOU MIND IF . . . ? is usually NO (I DON'T MIND), in other words, NO, I HAVE NO OBJECTION.

If you feel like that/If that's the way you feel (spoken forms)

STUDENT A: I don't want to start today.

STUDENT B: If you feel like that, why don't you start tomorrow?

STUDENT A: She doesn't want to travel by boat.

STUDENT B: If she feels like that, why doesn't she travel by plane?

STUDENT A: I don't want to go alone.

STUDENT B: If that's the way you feel, why don't you go with a friend?

STUDENT A: He doesn't want to leave on Thursday.

STUDENT B: If that's the way he feels, why doesn't he leave on Friday?

Exercise: Make two-line dialogues like the examples.

Prompts:

- 1 paint it yellow/another colour
- 2 have a big meal/a sandwich
- 3 come in January/February
- 4 listen to the radio/turn it off
- 5 telephone her/write her a letter
- 6 stay in a hotel/go camping
- 7 go to the cinema/somewhere else
- 8 sit in the sun/under a tree
- 9 go there in summer/in winter
- 10 spend a lot of money/buy a second-hand one

If you want . . . you must . . .

The woman next door is extremely fat because she eats too many cakes and biscuits. If she wants to lose weight, she must go on a diet and do more exercise. The problem is that she has no will-power.

- a) Why is the woman next door so fat?
- b) If she wants to lose weight, what must she do?
- c) What is the problem?

Paul never does his homework because he's very lazy, and he's always late for school because he oversleeps. Next month Paul's going to take an important exam. His teacher says, 'If you want to pass, you must work harder.'

- a) Why does he never do his homework?
- b) Why is Paul always late for school?
- c) What is he going to do next month?
- d) What does his teacher say?

Exercise: Answer the questions.

Example: What must you do if you want to take photos?

**IF YOU WANT TO TAKE PHOTOS, YOU MUST
BUY A CAMERA.**

- 1 Where must you go if you want to buy bread?
- 2 Where must he go if he wants to buy meat?
- 3 Where must she go if she wants to see a play?
- 4 Where must you go if you want to buy fruit?
- 5 What must you do if you want to pass exams?
- 6 Where must you go if you want to borrow books?
- 7 Where must you go if you want to buy stamps?
- 8 Where must people go if they want to see clowns?
- 9 What must he buy if he wants to play tennis?
- 10 Where must she go if she wants to buy a necklace?

If you've got . . . you can . . .

Mr Smith's son wants to leave school early, but his father's against the idea. He says, 'If you haven't got qualifications, you can't find a good job.'

- a) What does Mr Smith's son want to do?
- b) What does his father think of the idea?
- c) What does he say?

Mrs Smith's talking to her next door neighbour about the rising cost of living. She thinks it's a good idea to buy a deep-freeze. If you've got a deep-freeze you can buy in large quantities and if you buy in large quantities, you can save money.

- a) Who is Mrs Smith talking to?
- b) Where does her neighbour live?
- c) What is Mrs Smith talking about?
- d) Why does she think it's a good idea to buy a deep-freeze?
- e) What can you do if you buy in large quantities?

Exercise: Make sentences in the affirmative, negative and interrogative.

Example: IF YOU'VE GOT A STAMP, YOU CAN POST A LETTER.

IF YOU HAVEN'T GOT A STAMP, YOU CAN'T POST A LETTER.

CAN YOU POST A STAMP IF YOU HAVEN'T GOT A LETTER?

Prompts:

- | | |
|--|----------------------------------|
| 1 a car/drive to work | 11 a driving license/drive a car |
| 2 qualifications/a good job | 12 a pair of scissors/cut paper |
| 3 a radio/listen to the news | 13 a saw/cut wood |
| 4 an alarm-clock/get up in the morning | 14 a broom/sweep the floor |
| 5 a lot of money/retire | 15 a razor/shave |
| 6 an umbrella/keep dry | 16 a spade/dig a hole |
| 7 a watch/tell the time | 17 a mirror/look at yourself |
| 8 a ruler/draw a straight line | 18 a camera/take photos |
| 9 a garden/grow vegetables | 19 a kettle/boil water |
| 10 a racket/play tennis | 20 an egg/make an omelette |

You can only post a letter if you have a stamp.

ONLY IF YOU HAVE A STAMP CAN YOU POST A LETTER.

Notice that when ONLY IF comes at the beginning of the sentence we use the inverted form of the verb.

Exercise: Make sentences like the example. Use the prompts above.