A. GRAMMAR IN DISCOURSE: Reflections on Life ................. 328

B. FORM: Real Conditionals, Unreal Conditionals, and Wishes ................................................. 330

Present and Future Real Conditionals
If I'm on time, (then) I walk to work.
If it's not too late, (then) I'll walk to work.

Present and Future Unreal Conditionals
If I had the time, (then) I'd walk to work.
If I left on time, (then) I could walk to work.

Wishes about The Present And Future
I wish (that) I were older.
I wish (that) you were going to the wedding.

Informally Speaking: Using Was

C. MEANING AND USE 1: Real Conditionals .................. 335

Overview of Real Conditionals
Expressing Certainty
Expressing Predictions and Promises
Expressing Advice, Warnings, and Instructions
Vocabulary Notes: If and Unless

D. MEANING AND USE 2: Unreal Conditionals ............... 340

Unreal Conditionals
Giving Advice and Opinions
Asking Permission
Beyond the Sentence: Omitting If Clauses

E. MEANING AND USE 3: Wishes ................................. 344

Making Wishes
Expressing Complaints and Regrets
Using If Only

WRITING: Write a Public Service Announcement ............ 348
A1 Before You Read

Discuss these questions.
Do you ever make wishes? What do you wish for? Discuss your wishes and decide whether it is possible to achieve them.

A2 Read

Read these different perspectives on life. Which selection best reflects your outlook on life?

CHINESE PROVERB

If there is light in the soul, there will be beauty in the person.
If there is beauty in the person, there will be harmony in the house.
If there is harmony in the house, there will be order in the nation.
If there is order in the nation, there will be peace in the world.

—Anonymous

If I Had My Life to Live Over

I'd dare to make more mistakes next time. I'd relax, I would limber up. I would be sillier than I have been this trip. I would take fewer things seriously. I would take more chances. I would climb more mountains and swim more rivers. I would eat more ice cream and fewer beans. I would perhaps have more actual troubles, but I'd have fewer imaginary ones.

You see, I'm one of those people who lives sensibly and sanely hour after hour, day after day. Oh, I've had my moments, and if I had it to do over again, I'd have more of them. In fact, I'd try to have nothing else.

If I had my life to live over, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

—Nadine Stair (85-year-old woman)
You have to count on living every single day in a way you believe will make you feel good about your life so if it were over tomorrow, you'd be content with yourself.
—Jane Seymour (actress)

Wishes of an Elderly Man
Wished at a Garden Party,
June 1914

I wish I loved the human race;
I wish I loved its silly face;
I wish I liked the way it walks;
I wish I liked the way it talks,
And when I’m introduced to one
I wish I thought, what jolly fun!

—Sir Walter Alexander Raleigh
(essayist/critic)

harmony: agreement, peaceful cooperation
jolly: cheerful, happy

limber up: to make the body more flexible, to stretch the muscles so that they move easily

A3 After You Read
Match each reading selection on the left with its main idea on the right.

1. Chinese proverb
2. If I Had My Life to Live Over
3. Quotation by Jane Seymour
4. Wishes of an Elderly Man

a. The writer regrets not taking advantage of more of the joys in life.
b. The writer doesn’t like people very much.
c. It is important to be satisfied with the kind of life you lead.
d. There is a logical connection between the individual and the rest of the world.
Think Critically About Form

A. Look back at the selections on pages 328–329 and complete the tasks below.

1. IDENTIFY An example of the simple present in an if clause is underlined in selection 1. Find three more examples.

2. RECOGNIZE Find two sentences that show the simple past in an if clause in selections 2 and 3. What verb form do you find in each main clause?

3. RECOGNIZE Look at the sentences that contain wish in selection 4. What is the tense of wish? What verb form is used in each clause that follows wish?

B. Discuss your answers with the class and read the Form charts to check them.

### PRESENT AND FUTURE REAL CONDITIONALS

<table>
<thead>
<tr>
<th>IF CLAUSE</th>
<th>MAIN CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF + SIMPLE PRESENT</td>
<td>(THEN) SIMPLY PRESENT</td>
</tr>
<tr>
<td>If I'm on time,</td>
<td>(then) I walk to work.</td>
</tr>
<tr>
<td>IF + SIMPLE PRESENT</td>
<td>(THEN) FUTURE</td>
</tr>
<tr>
<td>If it's not too late,</td>
<td>(then) I'll walk to work. I'm going to walk to work.</td>
</tr>
<tr>
<td>IF + SIMPLE PRESENT</td>
<td>(THEN) MODAL</td>
</tr>
<tr>
<td>If I leave on time,</td>
<td>(then) I may walk to work.</td>
</tr>
<tr>
<td>IF + SIMPLE PRESENT</td>
<td>(THEN) IMPERATIVE</td>
</tr>
<tr>
<td>If you have time,</td>
<td>(then) walk with me.</td>
</tr>
</tbody>
</table>

### PRESENT AND FUTURE UNREAL CONDITIONALS

<table>
<thead>
<tr>
<th>IF CLAUSE</th>
<th>MAIN CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF + SIMPLE PAST</td>
<td>(THEN) WOULD + VERB</td>
</tr>
<tr>
<td>If I had the time,</td>
<td>(then) I would walk to work. I'd walk to work.</td>
</tr>
<tr>
<td>IF + SIMPLE PAST</td>
<td>(THEN) COULD + VERB</td>
</tr>
<tr>
<td>If I left on time,</td>
<td>(then) I could walk to work.</td>
</tr>
<tr>
<td>IF + SIMPLE PAST</td>
<td>(THEN) MIGHT + VERB</td>
</tr>
<tr>
<td>If I left on time,</td>
<td>(then) I might walk to work.</td>
</tr>
</tbody>
</table>

### Real and Unreal Conditionals

- Conditional sentences have a dependent if clause and a main clause.
• When the if clause comes first, it is followed by a comma. Then is usually omitted before the main clause, but it is always implied.

  If I'm on time, (then) I walk to work.  If I had the time, (then) I'd walk to work.

• When the main clause is first, there is no comma and then is not used. The meaning is the same.

  I walk to work if I'm on time.  I'd walk to work if I had the time.

• In conditional sentences, either clause or both clauses can be negative.

  If I'm not on time, I take the bus.  If I'm not on time, I won't walk to work.

• Questions with conditionals are formed by putting the main clause in question word order.

  If it's not too late, are you going to walk to work?
  If you had the time, would you walk to work?

**Real Conditionals**

• In real conditionals, the verb in the if clause is in the present, even if it has future meaning.

  If you go tomorrow, call me.

• Real conditionals can also be formed with the present continuous in the if clause.

  If you're going tomorrow, call me.  If it's raining, I might take the bus.

**Unreal Conditionals**

• When an unreal conditional if clause contains the verb be, use were for all subjects.

  If I were on time, I'd walk to work.

• Unreal conditionals can also be formed with the past continuous in the if clause.

  If I were leaving now, I might walk to work.

• See Appendix 14 for contractions with would.

---

**WISHES ABOUT THE PRESENT AND FUTURE**

<table>
<thead>
<tr>
<th>WISH CLAUSE</th>
<th>THAT CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIMPLE PRESENT</strong></td>
<td><em>(THAT +) PAST FORM</em></td>
</tr>
<tr>
<td>I wish</td>
<td>(that) I were older.</td>
</tr>
<tr>
<td></td>
<td>(that) I didn't have a cold.</td>
</tr>
<tr>
<td></td>
<td>(that) you were going to the wedding.</td>
</tr>
<tr>
<td></td>
<td>(that) you'd help me.</td>
</tr>
<tr>
<td></td>
<td>(that) you could come with me.</td>
</tr>
</tbody>
</table>

(Continued on page 332)
• In sentences with wish, the wish clause is the main clause. The that clause is the dependent clause.
• In that clauses with the verb be, were is used for all subjects.
• Could and would (the simple past of can and will) are often used in the that clause.
• That is often omitted after wish, but it is always implied.
• Short answers with wish consist of a subject + wish clause + subject + were/did.
  A: Are you ready yet?      A: Does he have any money?
  B: No, I wish I were.      B: No, but I wish he did.

**B1 Listening for Form**

Elena and Irina are twin sisters who attend colleges in different cities. Listen to some sentences from their phone conversation. Choose the verb forms that you hear.

1. a. could spend  
   b. spent  
2. a. 'd live  
   b. lived  
3. a. will finish  
   b. finish  
4. a. 'll spend  
   b. 'd spend  
5. a. attended  
   b. would attend  
6. a. wouldn't matter  
   b. doesn't matter  
7. a. didn't want  
   b. don't want  
8. a. do you want  
   b. would you want

**B2 Working on Real and Unreal Conditionals**

A. Work in small groups. Start a real conditional sentence chain with If the teacher cancels class, and finish it with a result clause. Use the end of the last person's sentence to begin your own sentence.

   A: If the teacher cancels class, there will be more time to study.
   B: If there's more time to study, we'll do better on the exam.
   C: If we do better on the exam, ....

B. Now start an unreal conditional chain with If I had the day off, I'd.... As before, use the end of the last person's sentence to begin your own sentence.

   A: If I had the day off, I'd go shopping.
   B: If I went shopping, I'd spend a lot of money.
   C: If I spent a lot of money, I'd feel bad the next day.
B3 Building Conditional and *Wish* Sentences

Build as many meaningful sentences as possible. Use an item from each column or from two columns only. Punctuate your sentences correctly.

*If I were ready, I’d leave.*

<table>
<thead>
<tr>
<th>if</th>
<th>I were ready she is sick</th>
<th>I’d leave call for help he’ll take over you could come later</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B4 Working on *Wish* Sentences and Unreal Conditionals

A. Work with a partner. Complete these conversations using the appropriate form of the verbs. Add *would* when necessary. Then practice the conversations.

1. A: I wish I ________ (have) more money to spend.
   
   B: If you ________ (do), you ________ (buy) things you don’t need.

2. A: I wish this place ________ (be/not) so crowded. If there ________ (be) fewer people, we ________ (get) better service.
   
   B: I know. I wish we ________ (can leave), but it’s too late to go anywhere else.

3. A: Do you ever wish you ________ (have) a different job?
   
   B: Yes, quite often. If I ________ (have) a different job, I ________ (have) more free time.

4. A: Can you help me fix my car?
   
   B: I wish I ________ (can), but I’m late. If I ________ (have/not) an appointment at three, I ________ (stay) to help.

B. Write four wishes. Then write a second sentence explaining each one with a related unreal conditional.

*I wish it weren’t so hot. If it weren’t so hot, we could go for a walk.*

B5 Completing Real and Unreal Conditionals

A. Complete these sentences with your own ideas. Use an appropriate verb form in the *if* clause or the main clause.

1. If I missed the bus, ____________

2. If I’m late for an appointment, ____________
3. If I were sick, _______________________
4. I'm embarrassed if _______________________
5. I'd quit my job if _______________________
6. I'll buy a new computer if _______________________

B. Now write two real and two unreal if clauses or main clauses on a separate sheet of paper. Give them to a classmate to complete.

Informally Speaking

Using Was

Look at the cartoon and listen to the conversation. How is each underlined form in the cartoon different from what you hear?

In informal speech, was is often used instead of were for unreal conditionals and wishes with I, he, she, and it.

Standard Form

If I weren't so busy, I'd go out tonight. I wish I weren't so busy.

What You Might Hear

"If I wasn't so busy, I'd go out tonight." "I wish I wasn't so busy."

B6 Understanding Informal Speech

Listen and write the standard form of the words you hear.

1. If _______ I weren't so tired _______, I'd go out for a cup of coffee with you.
2. What would you do if it ______________________ to take the bus?
3. I wish my boss ________________________.
4. If he ________________________, we could leave now.
5. She'd tell you if she ______________________ at you.
6. Don't you wish he ______________________ with us?
Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. If two hydrogen atoms combine with one oxygen atom, they form a water molecule.
   b. If you help me, I’ll help you.
   c. If you finish the test early, turn over your paper.
   d. If you don’t hurry, you’ll miss the train.

   **EVALUATE** Which real conditional sentence do you think is a promise? a statement of fact? a warning? an instruction to do something?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

**Overview of Real Conditionals**

1. In real conditional sentences, the *if* clause and main clause have a cause-and-effect relationship. The *if* clause introduces a possible condition or event (it may or may not happen). The main clause expresses a possible result (what happens or may happen after the *if* clause).

   **Possible Condition**
   **Possible Result**

   If she finds another apartment, she’ll move.
   (She may find an apartment. Under those circumstances, she’ll move. Otherwise, she won’t.)

**Expressing Certainty**

2A. Some conditionals are used to express results that the speaker is certain of. These sentences are sometimes called factual conditionals; the speaker thinks the results will occur whenever the condition in the *if* clause is true.

   If you lose your credit card, the bank replaces it in a day.
   (This is a fact you are certain of.)

(Continued on page 336)
When the result clause is in the simple present, real conditionals can express the kinds of routines and habits, facts, or general truths usually found in simple present sentences.

**Routines and Habits**
- If I take the 8:05 train, I get to work at 8:50.
- If I drive, I get to work earlier.

**Facts or General Truths**
- If air is heated, it rises.
- If you overcook fish, it dries out.

Facts or general truths can also be expressed with the *will* future.

**Facts or General Truths**
- If air is heated, it will rise.
- If you overcook fish, it will dry out.

### Expressing Predictions and Promises

When the result clause is in a future form, real conditionals can express predictions with varying degrees of certainty. In the first person, they can also express promises.

**Predictions**
- If it rains tonight, the game may be canceled.
- If it rains tonight, the game will be canceled.

**Promises**
- If you come over tomorrow, I’ll help you.

### Expressing Advice, Warnings, and Instructions

Real conditionals are often used to give advice, warnings, and instructions. The result clause may use the imperative, a modal, or the future.

**Advice**
- If your throat hurts, try salt water.
- If your throat hurts, you should try salt water.
- If you gargle with salt water, you’ll get immediate relief.

**Warnings**
- If you don’t get enough sleep, you’ll get sick.

**Instructions**
- If the printer runs out of paper, refill it immediately.
C1 Listening for Meaning and Use

Listen to these sentences. How is each conditional sentence used? Check (✓) the correct column.

<table>
<thead>
<tr>
<th>FACTS OR GENERAL TRUTHS</th>
<th>ADVICE, WARNINGS, INSTRUCTIONS</th>
<th>PROMISES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>[✓]</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2 Describing Factual Conditions

Work with a partner and read this chart about fees at a ski resort. Use factual conditional sentences to describe the different conditions for membership and discounts.

If you're between 7 and 15, it costs $50 to buy a full-season pass.
If you're a member, you get a 15 percent discount on equipment rentals.

### WINTER SEASON Membership Prices (per person)

<table>
<thead>
<tr>
<th>Age</th>
<th>Full-Season Pass</th>
<th>Half-Season Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-15*</td>
<td>$150</td>
<td>$95</td>
</tr>
<tr>
<td>16 &amp; up</td>
<td>$200</td>
<td>$125</td>
</tr>
</tbody>
</table>

* Children 6 and under ski free when accompanied by an adult ticket holder.

Members receive the following year-round:
- 15% discount on equipment rentals
- Two free days of skiing: once before December 23, once after March 6 (One guest allowed each time)

On Membership Appreciation Days (dates to be announced):
- 50% discount on lift tickets for members
- Free lift ticket for one guest per member
Making Promises

Work with a partner. Imagine you are a candidate running for mayor. Make promises using the words and phrases in real conditional sentences.

1. create jobs
   
   *If I am elected mayor, I will create jobs.* OR
   *If you vote for me, I will create jobs.* OR
   *If I become mayor, I will create jobs.*

2. improve education
3. build new schools
4. reduce crime
5. hire more police
6. expand health care
7. open more hospitals
8. cut taxes
9. employ more women
10. employ more minorities

Rephrasing Advice with Conditional Sentences

Work in small groups. Read these statements of advice and think of different ways to rephrase them using real conditional sentences. Try to use the future, modals, or the imperative in your different result clauses.

1. Turn down your thermostat at night. You won't use so much fuel.
   
   *If you turn down your thermostat at night, you won't use so much fuel.*
   *If you don't want to use so much fuel, (you should) turn down your thermostat at night.*

2. Study hard, and you won't fail the test.
3. Make calls at night, and your telephone bill won't be so high.
4. Don't eat so much. You won't get indigestion.
5. Read a book for a while. You'll fall asleep easily.
6. Call the doctor, and you'll get some good advice.
Vocabulary Notes

If and Unless

Sentences with unless in the dependent clause often have the same meaning as sentences with negative if clauses.

Unless

Unless the cab comes at three, you won't make it to the airport.

Unless you finish your work, we'll lose the account.

If

If the cab doesn't come at three, you won't make it to the airport.

If you don't finish your work, we'll lose the account.

C5 Giving Warnings with If and Unless Clauses

A. Complete these health warnings. Use will or won't in the result clause.

1. If you don't eat more vegetables, you won't have a balanced diet.

2. If you eat too much fat, ____________________________

3. If you go to bed too late, ____________________________

4. If you don't get enough calcium, ____________________

5. If you don't exercise, ______________________________

B. Complete these safety warnings by writing negative conditions in the if clauses that could lead to the harmful results.

1. You'll get into an accident if you don't drive more carefully.

2. If ____________________________, you'll slip.

3. You'll damage your eyes if ____________________________

4. If ____________________________, you'll get sick.

5. You'll start a fire if ________________________________

C. Look at the warnings your partner wrote in part B. Rewrite the warnings that can be rephrased using unless instead of if.

You'll get into an accident unless you drive more carefully.
Unreal Conditionals

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.

1a. If my plane is late, I'll miss the meeting.
1b. If my plane were late, I'd miss the meeting.
2a. If I were you, I'd leave now.
2b. You should leave now.

1. ANALYZE Compare 1a and 1b. Which one expresses something that is more likely to happen? Which one expresses something that is probably imaginary?

2. DIFFERENTIATE Compare 2a and 2b. Which sentence sounds more direct? Which one seems more indirect?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Unreal Conditionals

1A Unreal conditional sentences express imaginary situations. The *if* clause introduces the imaginary condition or event (it is not true at the present time). The main clause expresses the imaginary result (what would or could happen after the *if* clause).

If she *found* another apartment, she *would move*. (She hasn’t found an apartment, so she isn’t moving.)

1B In the *if* clause, the simple past or past continuous does not indicate past time; it indicates that the situation is unreal. In the result clause, *would, could/would be able to, or might* also indicate that the result is unreal.

If I *had* a problem, I’d *ask* for your help. (I don’t have a problem right now, so I don’t need help.)

If I *had* the money, I *could buy* a new car. (Right now I don’t have the money, so I can’t buy a new car.)

If we *were staying in Moscow, we’d be able to visit* them. (We’re not staying in Moscow, so we can’t visit them.)
Would in the result clause expresses more certainty than could or might about the imaginary results. Could or might indicates one of several possible outcomes.

If I had the money, I would buy a new car. (Would expresses more certainty about the imaginary outcome.)

If I had the money, I might buy a new car. (Might expresses one imaginary outcome. There are other possible outcomes.)

Giving Advice and Opinions

Unreal conditionals beginning with If I were you can be used as an indirect way of giving advice. Unreal conditionals sound softer than modals like should or ought to.

Advice with Unreal Conditionals
If I were you, I’d speak to the instructor.

Advice with Modals
You should speak to the instructor.

Asking Permission

Unreal conditionals with would you mind, would it bother you, or would it be OK can be used to ask for permission. Notice that a negative response to the first two questions means you are giving permission.

Permission with Unreal Conditionals
A: Would you mind if I opened the window?
B: No, go right ahead.

A: Would it bother you if I opened the window?
B: No, not at all.

A: Would it be OK if I opened the window?
B: Yes, go ahead.

Permission with Modals
A: May I open the window?
B: Yes, go right ahead.

D1 Listening for Meaning and Use

Listen and choose the best response.

1. a. Sure, it would be a pleasure.
   b. No, not at all.

2. a. I took a taxi.
   b. I’ll call you.

3. a. I might.
   b. I did.

4. a. I’ll have dinner with Cleopatra.
   b. I’d choose Pablo Picasso.

5. a. I would.
   b. Maybe.

6. a. No, go right ahead.
   b. Yes, if no one is using it.
D2 Asking Questions About Unusual Situations

A. Complete these unreal conditionals. Try to think of unusual or interesting situations that people might like to talk about. Then take turns asking and answering the questions with a partner.

1. What would you do if you found a million dollars?
   I'd probably report it to the police and hope to get a reward.

2. What would you say if ________________________

3. How would you feel if ________________________

4. Where would you go if ________________________

5. Who would you invite if ________________________

6. Who would you ask for help if _______________________

B. Ask the class one of your questions.

D3 Giving Advice with If I Were You

Work in small groups. Give advice with If I were you, I'd... or If I were you, I wouldn't... Brainstorm different solutions for each problem.

1. There's a big mistake on my electric bill.
   If I were you, I wouldn't ignore it.
   If I were you, I'd call the electric company and explain the situation.

2. My landlord doesn't repair things when I ask him to.

3. I accepted two invitations to go out, and now I don't know what to do.

4. I get a lot of phone calls, but most of them are wrong numbers.

5. My boss isn't very nice to me.

6. I checked my credit card balance online and discovered some charges for expensive items that I know I didn't buy.

7. I want to buy a computer, but I don't know much about them.

8. I'm not doing very well in my English class.
D4 Asking Permission

Work with a partner. Read each situation and take turns asking for permission in at least two different ways. Use Would you mind if..., Would it bother you if..., or Would it be OK if..., and respond with appropriate positive or negative answers.

1. You’re supposed to pick your friend up at eight o’clock, but you’d prefer to pick her up earlier.
   
   A: Would you mind if I picked you up earlier?
   B: No, not at all.

2. You want to listen to the news while your roommate is studying. You don’t want to disturb him.

3. You think it’s too hot in the classroom. You want to open the window.

4. Your friend has an interesting book. You want to borrow it.

Beyond the Sentence

Omitting If Clauses
When a single condition has many results, the if clause is usually stated only once. The imaginary results are expressed in new sentences with would.

If I were the boss, I would try to be considerate of my employees’ needs to balance work and family. I would give them more time off for family responsibilities. I would even encourage my employees to volunteer in their children’s schools during work hours. I would...

D5 Using Conditionals with Many Results

A. If you could be anyone in the world for one day, who would you like to be? Make a list of things you would do if you were that person.

B. Write a paragraph describing what you would do if you were the person you chose in part A. Start your paragraph with If I were..., I’d... Continue expressing imaginary results using sentences with would. Do not use any more if clauses in your paragraph.

If I were Bill Gates for one day, I’d fly on one of my private jets to a beautiful tropical paradise. I’d spend the day swimming, relaxing, and having fun with my family. I’d have the finest chefs prepare all of my favorite foods, and...
Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.

1a. I wish you'd leave work early tomorrow and come to the picnic.
1b. I wish I were wearing a sweater. It's cold.
2a. I wish you would clean up your room more often.
2b. I wish I could help you, but I don't know the answer.

1. **ANALYZE** Look at sentences 1a and 1b. Which sentence is a wish about the present? Which is a wish about the future?

2. **ANALYZE** Look at sentences 2a and 2b. Which expresses a complaint? Which expresses a regret?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

### Meaning and Use Notes

#### Making Wishes

- **1** Use *wish* to express a desire for something that does not exist now. It is a desire to change a real situation into an unreal or impossible one. As in unreal conditional sentences, the past form does not indicate past time; it indicates that the situation is unreal. The past form can be simple past, past continuous, *could*, or *would*.

##### Wishes About the Present

- I live in an apartment, but I *wish I lived* in a house.
- I *wish I were living* in Chicago.
- I *wish I could swim*, but I can't.

##### Wishes About the Future

- I *wish you would come* with me tonight.
- I *wish you were coming* with me tonight.
- I *wish you could come* with me tonight.
Expressing Complaints and Regrets

2A Sometimes *wish* sentences with *would* express complaints, especially when you want something to change but think it probably won’t.

I wish it would stop raining. We can’t go anywhere in this weather.
I wish you wouldn’t leave the car windows open.

2B *Wish* sentences often express regret about a current situation.

A: Can you help me this afternoon?
B: No, I’m sorry. I wish I could, but I have a doctor’s appointment.

Using If Only

3 Sentences with *if only* often have a similar meaning to sentences with *wish*, but they are more emphatic. *If only* sentences focus on the desire to change a negative situation. Unlike other *if* conditionals, an *if only* clause is often used alone without a result clause.

**If Only**

If only I had a car!
If only I felt better, then I’d go out.
If only it would stop raining.

**Wish**

I wish I had a car.
I wish I felt better. Perhaps I’d go out.
I wish it would stop raining.

E1 Listening for Meaning and Use

Listen to each situation and check (✓) whether the item exists or doesn’t exist.

<table>
<thead>
<tr>
<th></th>
<th>EXISTS</th>
<th>DOESN’T EXIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a cold</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>pictures</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>free time</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>a car</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>a safety lock</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>a limit</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>a credit card</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>your guitar</td>
<td></td>
</tr>
</tbody>
</table>

\[Note 1\]
E2 Making Wishes About the Present

Work in small groups. Take turns making up as many wishes as possible for each situation. Explain your wishes with unreal conditional sentences.

1. Your apartment is too small.
   
   I wish I had more space. If I had more space, I'd get a pet.
   I wish I could move. If I moved, I'd get a much bigger apartment.

2. You're broke. You have no money.

3. Your new teacher is boring.

4. You're very busy.

5. You live in a big city.

6. You drive to work during rush hour.

7. You need more exercise.

8. You're lost in the woods.

E3 Making Wishes About the Future

Work with a partner. Take turns expressing your wishes for the future by using wish and if only sentences with would.

1. You are waiting to receive your grades in the mail. The mail is late.
   
   I wish the mail would come!
   If only the mail would come!

2. You want your sister to take better care of herself, but you're afraid that she won't.

3. You want your sister to help you choose a present for your parents' wedding anniversary, but she is always busy. You want her to go shopping with you this weekend.

4. You think that your father is working too hard. You want him to take a vacation.

5. The weather is very bad. Your friend dropped by for a few minutes. You want him to stay until the weather improves, but he seems to be in a hurry.

6. Your brother has just announced that he wants to quit school and go back home. You want him to stay in college.
E4  Complaining with *Wish and If Only* Sentences

Work with a partner. Imagine you are very unhappy with your college roommate for the reasons listed below. Complain about your roommate’s bad habits using *wish* and *if only* sentences with *would* or *wouldn’t*.

1. makes a lot of noise in the morning
   
   *I wish he wouldn’t make so much noise in the morning.* OR
   *I wish he would be quieter in the morning.* OR
   *If only he wouldn’t make so much noise!*

2. uses up all the hot water in the shower

3. uses up the milk and doesn’t replace it

4. doesn’t talk to my friends when they visit me

5. doesn’t clean up the kitchen

6. plays video games for hours

E5  Expressing Regret with *Wish* Sentences

Work with a partner. Complete these conversations with expressions of regret. Use the simple past and then give a reason with *but*, explaining the real situation. Then practice the conversations, switching roles.

1. **Roommate A:** Could you please help me with this?
   **Roommate B:** I’m sorry, I can’t. I wish _____________

2. **Customer:** Do you have any more wallets?
   **Salesclerk:** No, I’m sorry. I wish _______________________

3. **Student A:** Can you lend me yesterday’s notes?
   **Student B:** Well, I wish _______________________

4. **Friend A:** Do you have any free time later this afternoon?
   **Friend B:** No, I wish _______________________

5. **Child:** Are there any more cookies left?
   **Parent:** No, I wish _______________________

6. **Friend A:** Is it warm outside this morning?
   **Friend B:** No, I wish _______________________
Think Critically About Meaning and Use

A. Read each situation and the statements that follow. Write T if the statement is true or F if it is false.

1. We'd leave if it stopped raining.
   F  a. We left.
   ___ b. It's raining.

2. I'd go to the meeting if I weren't so busy.
   ___ a. I'm not very busy.
   ___ b. I'm going to the meeting.

3. Unless I call, I'll be home at six.
   ___ a. I might call.
   ___ b. I plan to be home at six.

4. If it weren't on sale, I couldn't afford it.
   ___ a. It's on sale.
   ___ b. I can't afford it.

5. If the light flashes, the bell rings five seconds later.
   ___ a. The bell won't ring until the light flashes.
   ___ b. The light flashes before the bell rings.

6. I wish I didn't have to take the exam.
   ___ a. I've taken the exam.
   ___ b. I don't have a choice.

7. If you lived in that neighborhood, you'd know Joseph Taylor.
   ___ a. You know Joseph Taylor.
   ___ b. You don't live in that neighborhood.

8. If only you spoke more slowly, then I'd understand you better.
   ___ a. You speak slowly.
   ___ b. I understand you very well.
B. Discuss these questions in small groups.

1. **GENERATE** Look at sentence 1. Imagine it’s two hours later and still raining. What wishes would you make?

2. **SYNTHESIZE** How could you rewrite sentence 6 as an unreal future conditional beginning with “If I had a choice, …”?

**Edit**

Find the errors in this text and correct them.

What you **would you** do if there were an earthquake in your area? Would you know what to do? Some people are too frightened to find out about safety precautions. They wish they live somewhere else. If you could, won’t you rather find out what to do in advance?

Here is some advice about what to do before, during, and after an earthquake.

1. If you don’t have a box of emergency equipment and supplies, you will need to prepare one in advance.

2. If you would be indoors during an earthquake, you should stay away from windows, bookcases, and shelves.

3. If it were possible, you should turn off the gas, water, and electricity.

4. After the earthquake, don’t walk around unless you are not wearing shoes to protect your feet from broken glass.

Don’t wait. Don’t wish you are prepared. Be prepared!
Write

Imagine you work for a government agency that produces informational material for publication in newspapers and magazines. Write a one-page public service announcement entitled “Home Safety Tips.” Use real and unreal conditionals, where appropriate.

1. **Brainstorm**  Think of all things that people can do to be safe at home (e.g., installing smoke alarms or child-proof electrical outlets). Write down at least 10 useful ideas.

   Think about how you will introduce your topic and organize your tips: Can you think of unreal conditionals or wishes you might use to catch your readers’ attention? Do you want to present tips for different rooms or areas or for different concerns (e.g., children’s safety, first aid, fire prevention, home security, emergency response)?

2. **Write a First Draft**  Before you write your first draft, read the checklist below and look at the examples in C4 on page 338 and the editing passage on page 349. Write your draft using real and unreal conditionals.

3. **Edit**  Read your work and check it against the checklist below. Circle grammar, spelling, and punctuation errors.

   **Do I ...**

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>use an unreal conditional or wish to attract my readers’ attention?</td>
</tr>
<tr>
<td>use factual conditionals to express safety tips?</td>
</tr>
<tr>
<td>use a mix of real conditionals and imperatives to give advice and instructions?</td>
</tr>
<tr>
<td>give at least one warning with an <em>if</em> or <em>unless</em> clause?</td>
</tr>
<tr>
<td>take care to use correct verb forms in real and unreal conditionals?</td>
</tr>
</tbody>
</table>

4. **Peer Review**  Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.

5. **Rewrite Your Draft**  Using the comments from your partner, write a final draft.

   **Home Safety Tips**

   How would you feel if you walked into the bathroom and saw your four-year-old child surrounded by broken glass? Accidents around the home happen, but if you took a few more precautions, many could be avoided...