GRAMMAR / Conditionals Without If, and Conditionals Using Wish and If Only

INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of In Charge 1, Unit 11, pages 137 through 140.

1. Distribute the Student Worksheet to your students. Ask your students if any of them have ever done volunteer work in their communities or elsewhere. If some have, have them talk about it for a few minutes.

2. Then have the students complete the conversation by filling in the blanks. Note that for some of the blanks there is more than one possible response. Explain to the students that they have to decide on an appropriate verb and the form.

3. Have the students in pairs read the conversations twice, switching roles the second time so that they can compare their answers.

4. Go over the answers as a group.

5. Note that an answer key, with suggested answers, is provided for the Student Worksheet.

Optional:

Ask the students if any of them would consider going on a volunteer vacation. Refer them to the website: <http://www.savvytraveler.com/show/features/1998/19981107/volunteer.shtml> to read about volunteer vacations. Have the students in groups design an ideal volunteer vacation for themselves. Tell them to discuss the details such as where this vacation would be, where the volunteers would live, what work they would do, etc.
GRAMMAR / Conditionals Without *If*, and Conditionals Using *Wish* and *If Only*

Student Worksheet

Name: _______________________

Read the following conversation and use your own words to complete the sentences. Note that for some blanks, there are various possibilities. Use the conditionals you learned in this unit.

**Marlee:** I won’t be here for the next few weeks. I’ll be away on vacation.

**Simon:** Lucky you. I wish (1) _________________ on vacation. I don’t have enough money this year.

**Marlee:** This vacation doesn’t cost much money. All you need is time and a willingness to work.

**Simon:** Work? While on vacation? I don’t think so. Were I lucky enough to (2) _________________ on vacation this summer, the last thing I’d want to do is work. I bet you are going to wish you (3) _____had gone_____ on a restful vacation once you return.

**Marlee:** No. I did this before and loved it. Last year I helped build a school for a village that didn’t have one. If only you (4) _________________ the villagers’ faces when it was done!

**Simon:** What’s this kind of vacation called?

**Marlee:** It’s called a "volunteer" or "working" vacation, and there are lots of different types. You can teach, work in health care, agriculture, just about anything. I only wish I (5) _________________ about these kind of trips years ago.

**Simon:** Why? Do you wish you (6) _________________ gone on all those wonderful trips you used to go on?

**Marlee:** No, it’s not that. I just think that had I (7) _________________ about volunteer vacation years ago, I (8) _________________ all that money on regular vacations, and I could have been doing something useful.

**Simon:** How does a volunteer vacation work? Do they pay for your airfare?

**Marlee:** Not usually. If only they (9) _________________! Most just pay your housing and food, though.

**Simon:** Wow! I’m beginning to understand now. If only I (10) _________________, I’d go with you, but I only have a few vacation days left. Well, have a good time! Don’t work too hard.

**Marlee:** Don’t worry, I’ll have a great time!
Sample answers

1. could go / were going on vacation
2. be able to go / have the money to go
3. had gone
4. could have seen
5. had learned / known
6. hadn’t
7. known
8. wouldn’t have spent
9. did
10. had time
INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to In Charge 1, Unit 11.

1. Distribute the Student Worksheet to your students. For Part A, tell the students to think of people they actually know in the different age groups when filling out the chart. Explain that there will likely be a variety of wants and needs to put for each age group and that there will be a lot of overlap. Have students in pairs fill out the chart.

2. For Part B, join two pairs together and have them tell each other about what they chose for each age group. Tell them to explain their choices with detailed examples where relevant.

3. For Part C, have the students work in their original pairs to design a vacation for one particular age group. You may want to circulate at this time to help with individual vocabulary questions.

4. For Part D, check that students understand the role play and circulate to find out which age group they chose and what their roles are. Give them time to practice their role plays. Then have selected pairs perform their role plays for the class.
A. Work in pairs. Make a list of the different things people in the following age groups typically want from a vacation.

<table>
<thead>
<tr>
<th>small children</th>
<th>teenagers</th>
<th>young single adults</th>
<th>married adults</th>
<th>senior citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td>time together with parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Join with another pair and compare your lists. Give reasons for your choices. Add the other pair’s ideas to your list.

C. With your partner, choose one of the age groups above and plan a vacation which would satisfy as many of the needs of that age group as possible.

D. With your partner, role play two people from a different age group than the one you chose in Part C. Decide on your roles. Imagine that you have just returned from the vacation you planned in Part C and were dissatisfied with it mainly because it was designed for a different age group. Tell each other what you didn’t like, and what you wish the vacation had really been like, or what you wish it hadn’t been like. Use if only, and conditionals with if omitted in your role play.
IN CHARGE 1

VOCABULARY

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement *In Charge 1*, Unit 11.

**Part 1**

1. Distribute the Student Worksheet to your students. For Part A, the students can work individually or in pairs. Tell them to try to use the words in sentences if they are having any difficulty. Some students might need to check a dictionary for this part.

2. For Part B, have the students check their answers in a dictionary. Tell them to notice how the words are used in sample sentences in the dictionary. For classes without dictionaries, have the students compare answers with a partner, and then go over them together as a class. Discuss with the students the differences in meanings of the words which can be more than one word form.

3. Note that an answer key is provided for the Part 1 of the Student Worksheet.

**Part 2 / Story Game**

The purpose of the game is to use all of the vocabulary words correctly in as few sentences as possible. The sentences can be totally independent. Words can be changed in form, but they cannot be used more than once. Depending on the level of your students, allow or disallow the use of dictionaries.

1. Divide the students up into teams. Tell the teams to choose one student to record the sentences. Have all the teams begin at the same time. Note the order in which the teams finish.

2. Once all the teams have finished, have the team that finished first read their sentences to you while you write them on the board, or have one of the team members write the sentences on the board. Ask the rest of the class to check for errors in the use of the words.

3. Award one point for each correctly used vocabulary word and two points for each completely correct sentence. Award the first team to finish three bonus points. Then continue on to the next team to finish, awarding it two bonus points for finishing second, and then onto the third team to finish, awarding it one bonus point. Continue checking all the teams’ sentences in this way to see who is the winner.
VOCABULARY
Student Worksheet

Part 1

A. Categorize the words by word forms. Note that some of the words fit into more than one category.

<table>
<thead>
<tr>
<th>crevasses</th>
<th>summon</th>
<th>dig</th>
<th>tenacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>expedition</td>
<td>immerse</td>
<td>artifacts</td>
<td>figurine</td>
</tr>
<tr>
<td>funding</td>
<td>daunting</td>
<td>barely</td>
<td>plunge</td>
</tr>
<tr>
<td>diminutive</td>
<td>cherished</td>
<td>suspense</td>
<td>stimulate</td>
</tr>
</tbody>
</table>

1. List the nouns: crevasses,

2. List the verbs:

3. List the adjectives:

4. List the adverbs:

B. Check your answers in an English-English dictionary, or as a class. Notice the difference in meaning of the words that fit into more than one category.

Part 2 / Timed word game

Form teams. Try to use all of the vocabulary words from Part 1 in as few sentences as possible. You can change the form of the word if you wish but you can only use each word once. As soon as you have used all of the words, raise your hands. The team that uses all of the words correctly in the lowest number of sentences wins!
VOCABULARY
Answer Key

Part 1

1. crevasses, expedition, funding, dig, artifacts, suspense, tenacity, figurine, plunge
2. funding, summon, cherished, dig, plunge, stimulate
3. diminutive, daunting, cherished
4. barely