

TEACHING GRAMMAR FOR ACTIVE USE: A FRAMEWORK FOR COMPARISON OF THREE INSTRUCTIONAL TECHNIQUES

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Abstract: Teaching grammar in a way that enables students to use grammatical structures correctly in their active use has always been one of the intricate tasks for most practitioners. This study compared the effectiveness of three instructional methods: games, dialogues practiced through role-play, and unfocused tasks for teaching grammar. Forty eight pre-intermediate female students participated in this study. The structures chosen were Conditional Sentence Type 2 and Wish structures for expressing present desires. A posttest was administered to assess the subjects' productive knowledge of the grammatical patterns. The results showed that there were no significant differences in the performance of groups. In other words, all three methods were equally effective to boost students' grammatical knowledge of the two structures.

Key words: dialogue, role-play, game, unfocused task, focus on form, cooperative learning

Teaching grammar has always been one of the controversial issues in language teaching, including English. There have always been many arguments about the best way of teaching grammar. Different methods and strategies have permanently waxed and waned in popularity. Richards and Schmidt (2002) defined grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. Nunan (2003) distinguished two types of grammar, namely prescriptive grammar, which refers to rules concerned with right

and wrong, and descriptive grammar which deals with the ways people actually use language. According to Richards and Schmidt (2002), in the past teaching language in general and teaching grammar were synonymous. A number of methodologies have emerged with regard to teaching grammar, one of which was the audiolingual method replete with usually monotonous and mechanical drills. Two recent trends have emerged: focus on form (Doughty and Williams, 1998) and consciousness raising (Fotos and Ellis, 1991). Spada (1997) defined form focused instruction as "any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly." Consciousness-raising according to Larsen-Freeman (2001) does not require students to produce target structures. Instead, students are made aware of the target grammatical item through discovery-oriented tasks. Finally, Brown (2001) postulated that whether you choose to explain grammatical rules or not depends on your context of teaching. If you are teaching in an EFL context in which students share the same native language elaborating on grammatical minutiae will not be an activity in vain. On the other hand, in an ESL setting explaining grammatical rules might overwhelm students and will not prove an efficacious strategy. The first technique employed in the present study was dialogue practiced through role-plays. Literally, according to Brown (2001: 183), "Role play minimally involves (a) giving a role to one or the other members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown suggested role play can be conducted with a single person, in pairs or in groups, with each person being assigned a role to accomplish an objective. Also as Larsen-Freeman (2000) pointed out, role-plays give students the chance of interacting and practicing communication acts in different contexts and because of this they are of primary importance in language teaching.

The second technique experimented in this study is unfocused task. Historically, task-based learning seems to have initiated and to have gained popularity since 1996 by the publication of Willis (1996) work: a framework for task-based learning. According to Skehan (1996: 21) tasks are a series of activities which concentrate on meaning as a primary focus. He then contrasted between task-based learning and PPP, "a PPP approach looks on the learning process as learning a series of discrete items and then bringing these items together in communication to provide future practice and consolidation. A task-based approach sees the learning process as one of learning through doing-it's by primarily engaging in meaning that the learners' system is encouraged to develop." Elsewhere Prabhu (1987: 70) recognized that acquisition of grammatical input isn't an immediate, one-

step procedure and claimed that language acquisition is a process which is subconscious through "the operation of some internal system of abstract rules and principals". When the primary focus of the learner is on meaning, i.e., task completion, not language. Finally, Ellis (2003) offered a definition for tasks consisting of four main principals: 1) The primary focus should be on meaning (learners should be concerned with processing semantic and pragmatic meaning of utterances); 2) There should be some kind of gap (i.e., the need to express your idea about an issue or infer meaning from a given context); 3) Learners have to make use of their own linguistic and non-linguistic resources to do an activity; 4) There are crystal clear outcomes which are the main focus of the activity other than the use of the language. (The language is a means of achieving your goals which in this case refer to achieving learning outcomes not as an end in its own right.)

According to Ellis (2009) unfocused tasks provide the learners with the opportunity to use language in general as a means for communication. Focused tasks on the other hand, are designed to provide communication opportunities for the learners while the primary focus is on a linguistic structure, but still in focused tasks the linguistic structure is hidden. In other words, learners aren't told explicitly what the feature is, thus, there are still discrepancies between the focused task and 'situational grammar exercise' because in the latter students are told explicitly what features they are going to be focused on, while in the former, they are not informed about the linguistic feature they are going to work on.

The third technique is game. Games have always been used in education to give students motivation. According to Malone (1981) there are three main ways through which players are motivated: fantasy, challenge, and curiosity. Many researchers and educators have rendered definitions for games. For example, Crookall, Oxford, & Saunders (1987) presented a definition of the games that distinguished them from the other types of the activities such as simulation. They posited that the difference between simulation and games lies in the fact that simulation is a representation of the real world system; they contain rules and strategies that allow the simulation to evolve (Crookall and Saunders, 1989). By contrast, according to Crookall, Oxford, and Saunders (1987) games do not present any real world system. They are 'real' by their very own nature. As has been postulated in literature, games possess certain types of characteristics which make them efficient.

Several studies have been conducted on the three techniques employed in the study. One of them, by Fotos and Ellis's (1991), explored on using tasks for teaching grammar. This study specifically explored the use of a

communicative, grammar-based task in the college EFL classroom. They questioned whether the task being experimented successfully contributed to processing linguistic knowledge of a grammatical point and whether it promoted the kind of interaction expected. The grammatical point used in the study was the placement of the indirect object. The teacher's task was to write two different sentences on the board and ask students which type of placement they thought was correct. There are generally three types of placements. For instance, we can have indirect objects either after the verb or as a prepositional unit at the end of the sentence (I gave her a pen; I gave a pen to her). A grammatically judgment test was administered to students as a means of language proficiency the students were required to listen to some sentences and mark them as correct or incorrect. After the treatment students were given a test to measure their long-term learning. The results revealed that EFL learners were able to boost their grammatical knowledge by completing the grammar task. Second, although the grammar task produced a large number of interactional turns, the nature of the exchange was mostly mechanical. That is the answers were enough for accomplishing the tasks only. Like ready? Yes /Alright? /Han/one more time...etc. In another study which was undertaken by Redington and Charter (1992), a guessing game was used to teach students grammar. These researchers believed that in a guessing game, students reconstruct a sequence by surmising each successive element from a set of several but finite alternatives. The game was a simple game of memory; students were presented with some words that consisted of M, R, S, V, and X. they then were asked to choose the most appropriate string for following the sentence in a correct grammatical way. The results confirmed the fact the students exposed to the strings displayed knowledge of letter transitions allowed by grammar. (Students were expected to make transitions in letters as far as the grammar allowed them). In another study undertaken by McQuade (1980), he taught junior and senior students who appeared mainly to be college-bound. The focus was on teaching parts of speech and basic sentence structures to students. The major focus was on "agreement", reference, parallel construction, tense, case, and subordination" and the task of finding errors in sentences. Although the parents and students were deeply satisfied with the program, when students were assessed on mechanics of writing, the results weren't satisfactory. Even the pretest results of students were much better in comparison to post-test results. All in all, this method for teaching grammar had no considerable effect on students' writing ability. In another study carried out by De Jong (2005) fifty five students was instructed noun-adjective gender agreement in Spanish. The experiment was to identify whether learners

could learn grammar through context such as listening. The first group of participants received receptive training; the second group received both receptive and productive training, while the third group served as a control. The control group received no instruction of the targeted feature and only received an explanation of that. To assess receptive knowledge, three types of tasks namely, self-paced listening test, a match-mismatch test, and a grammatically judgment task were used. Productive knowledge was also assessed using a picture description task in single and dual-task conditions. A post experimental questionnaire was also used to insure whether the students have possessed any explicit knowledge regarding the grammatical pattern or not. Results showed that receptive and receptive + productive group outperformed control groups and that these programs could help students build a knowledge base that was used in comprehension but much less in production.

The present study was carried out to assess effectiveness of three instructional techniques namely, unfocused tasks, games, and dialogues practiced through role-play. In comparison to the other studies carried out in the past, this study has some new dimensions. First, unlike the other studies which have concentrated on efficaciousness of only one instructional method, this study assessed effectiveness of three methods. Second, this study is focused on two grammatical patterns which share some similarities since; they both refer to the hypothetical situations. (Conditional type 2 and wish structure). Third, there was no use of explicit intentional instruction of grammar in any of the groups. As all of us know, for many decades it was a rampant belief that grammar should be taught using deductive methods in which students' attention was deliberately drawn to the grammatical structure of the day. Sometimes students dealt with boring kinds of exercises and drills. During recent years there has been focus on pumping students up by teaching them grammar using more innovative ways. With regard to these facts, the present study was an attempt to show usefulness of using three instructional techniques on learning grammar on the part of the students. The last reason behind carrying out such a study was that we usually hear students complaining that although they are familiar with a vast resource of grammatical minutiae, they cannot use them appropriately in their speech; in other words, in the process of making efforts to learn grammar in a good manner students eventually possess what we usually refer to as passive knowledge of rules but, when it comes to transforming this passive knowledge in to active or procedural knowledge that they can use in communication most of them fail to do so. The present study was carried out to conclude which one of these three techniques has the most effect on pro-

ductive ability of students and how they can use the above mentioned structures actively for making sentences using the posttest which will be elaborated in detail in later sections of the paper.

The study questioned whether there are any specific differences between the three experimental groups receiving the instructional techniques; if so, which group would have the best and which one would have the poorest performance.

METHOD

Participants

The participants in this study were 48 female pre-intermediate students with the age ranging from 20 to 25 years at Kish Language Institute in Isfahan, Iran. The reason behind choosing these participants for the study was due to the importance of communicating fluently in the institute; accuracy has been neglected to some degree. Students usually speak English without keeping an eye on the erroneous structures and patterns they produce. This lack of attention might be because of an inappropriate instructional procedure which lack well defined stages. These people were taught two instructional patterns using three instructional methods while receiving minor instruction and corrections to assess whether these techniques could assist them to succeed in possessing an active knowledge of two grammatical patterns or not. The problem in most educational contexts which embark on using inductive type of instruction is that students often think that grammar teaching should not consist of any type of instruction or correction, while it is somehow incumbent upon teachers to give students corrections and instruction to prevent fossilization of erroneous grammatical patterns in their students' interlanguage system. So, limited instruction and minor error-corrections were applied to examine their effectiveness.

Materials

In this study no pretest was used because it was assumed and the researchers made sure that the students did not have any type of exposure to the structures before. In line with the three instructional methods, three types of materials were used. Students were given two dialogues for each grammatical structure. One of the dialogues was selected from interchange book and the other was self-written. In the task and game group some types of activities which were chosen from some of the creative books concern-

ing teaching grammar such as Gerngross, Puchta, and Thornbury's (2006) book *Teaching Grammar Creatively*. The researchers ensured that the activities chosen especially for the task group possessed important features, namely, information gap, problem solving, and the need to express the ideas. The posttest which was given to students was designed in a way as to assess productive knowledge of the structural patterns chosen. Posttest consisted of 20 items. Students were provided with some prompts and were asked to write some sentences using wish or conditional type 2 structure. (Refer to the appendix) in this way it could be understood whether students were able to use the two structures in active use or not.

Procedure

In order to obtain the results, 48 students took part in the study. The study consisted of three experimental groups. In one of the experimental groups, unfocused tasks were used and students received 4 sessions of instruction (2 sessions for each grammatical pattern.) For *wish* structure in the unfocused task group in the first session, the students were divided in two pairs. One of them was given a picture of a lion trying to catch a man and she was asked to make some sentences using wish structure to say what she would wish to have or to be (Refer to the appendix to see the picture and the utterances students produced) without elaborating on the picture in her hand. For instance, she was required to produce an utterance like I wish I could run faster. The task of the other student was to listen to her partners' utterances attentively and to guess the situation in the picture given to her friend. In the second session, students were given a chart which contained *I wish, past tense verbs*, and some sentences. They were asked to complete the sentences suiting their personal experience. However, the card containing *I wish* structures was cut in to two halves and each student received one half of the card. Students worked in pairs and each of them received one half of the cards and they were asked to make sentences using I wish structure. However, the cards were cut in a way that students were required to help each other in making sentences. For example, in one of the halves that belonged to one of the students in the pair was written *I wish and had existed* but no noun existed to make a complete sentence. The task of the other student in the pair was to help her friend by putting one of the nouns she had in her card to complete the sentence her friend was trying to make. (Students were provided by minor corrections or explanations when necessary).

For the conditional type 2 structure students also received 2 sessions of treatment. In the first session students were provided with a table containing some hypothetical situations while conditional type 2 was used in the prompts and were asked to complete the parts using conditional type 2 structure in the way they liked. In other words, they were asked to interact with each other using conditional type 2 sentences. In the second session of instruction, students were provided with three hypothetical situations and were asked to express their ideas about what they would do in each situation. The other experimental group also received 4 sessions of instruction, (two sessions for each grammatical pattern) but they were taught grammar using a grammar game called chalkboard and erase (available in most practical books concerning teaching grammar) in which students are provided with some prompts of the grammatical structures with some blanks and they are asked to come to the whiteboard one by one, erase the previous student's choices, and fill in the blanks on the board with the words they think are appropriate to their own personal lives or in line with their own interests. In the first two sessions if structure was taught. In one of the sessions students were provided with a prompt on the whiteboard which had two blanks like this sentence. *If I had....., I could.....* or *If I was a....., I would be.....*. And half of them were asked to come to the whiteboard and complete the prompts using the words they liked. In the second session, the same procedure was repeated, but, this time the other half of the students came and completed the prompts. If students made any mistakes, they were corrected by the teacher. (Note that only global types of errors were corrected). The same procedure was also repeated for two sessions for the I wish structure with the difference that this time prompts put on the whiteboard contained wish structure like *I wish I was a*, or *I wish I had a/an.....*.

In the dialogue group students were given 4 dialogues (two dialogues for each grammatical pattern) and 4 sessions of treatment. One of the dialogues was chosen from the Interchange series while, the other three dialogues were self-written. In the first two sessions, they were given the first two dialogues consisting of type 2 structure. After reading lines of the dialogues and asking the questions they had from teachers some students were asked to role-play the dialogues for their classmates. The same procedure was used for the next two sessions of instruction that consisted of the 2 next dialogues containing wish structure. As was stated earlier in the paper, it was the onerous responsibility of the practitioners to provide students with very limited instruction and limited corrections (corrections of only global mistakes that changed the prespecified structures completely like

when a student produced *I wish I have a big and luxurious house*, she was corrected on the spot.) to prevent students from fossilization of the grammatical structures. Another thing which was done by the practitioners was to record students' voices when they were doing the task to ensure later that students have used the chosen structures in their active use. At the end of the treatment a posttest consisting of 20 items which required students to write sentences using either wish or conditional type 2 structure was administered to assess the efficiency of these three types of instructional treatments on grammatical ability of students from the point of possessing active knowledge. (Refer to the appendix to see instances of materials used during the treatments and posttest items.)

FINDINGS

After receiving the instructions and doing the tasks, the subjects were given a posttest. Their scores were then statistically tabulated and statistic equation was used to find the means and the standard deviation.

Table1. Descriptive Statistics for Experimental Groups

	Groups	M	SD
Game	15	16.46	3.20
Task	18	16.30	3.91
Dialog	15	13.86	4.67

Table 2. One-way ANOVA

Source	df	MS	SS	F	sig
Between groups	2	65.29	32.64	2.07	.13
Within groups	45	709.53	15.76		

As can be seen in the tables above, there is no significant difference between the three experimental groups in the means and also the significance; the F value is .13 which is higher than .05 (in experimental studies significance should be below .05 so that, we can say there are significant differences between the groups) and it shows that there was no significant difference in the performance of the three experimental groups. In other words, subjects in all three experimental groups increased their grammatical knowledge to a certain extent and the three instructional methods were equally successful.

DISCUSSION

In this study tasks could promote grammatical knowledge of the students as in Fotos and Ellis (1991) which proved that tasks could assist learners to boost their grammatical knowledge. But, unlike the study which was undertaken by McQuade (1980) which showed that the task of finding errors in sentences could not assist students in learning mechanics of writing, this study showed that tasks can be an efficacious way for helping students learn grammar. Games were also effective in increasing grammatical ability of the students which is in line with Redington & Charter (1992) study which proved that a guessing game used in the design of the study could assist students display knowledge of the letter transitions allowed by grammar. In the study it was also shown that learning grammar from contexts such as dialogues can be fruitful in assisting students to learn grammar. This result is somehow similar to what De Jong (2005) concluded in which learners could learn grammar through being exposed orally to listening contexts to a great extent. However, unlike the study mentioned, which could help learners gain receptive knowledge, the dialogues used in the current study could assist students gain productive knowledge of grammar. The reason for the success of the unfocused tasks in the study might be due to what Vygotsky (1987) called "twisting path" by which he meant that instruction of grammar must be adaptive to different types of environments. Researchers in this study used unfocused tasks for teaching grammar because, Kish Institute applies an inductive method for teaching grammar so using unfocused tasks to draw students' attention implicitly to grammar was in line with the procedures usually applied in the Institute and thus was in line with students' needs and interests and could help them learn the grammatical patterns. Another reason for the success of using tasks is according to what Fotos and Ellis (1991) have asserted. They stated that grammar tasks contribute to L2 acquisition in two ways: one advantage of using

tasks is that they provide some opportunities for communication which fosters the acquisition of implicit knowledge, they may also contribute indirectly by making learners capable of developing explicit knowledge which will later have important effects on acquisition of implicit knowledge. Also according to these two researchers tasks which emphasize consciousness raising similar to the tasks used in the current study) rather than practice, are efficacious types of activities, furthermore, their use has been supported according to the way second language is acquired nowadays. Moreover, they claimed that such tasks provide more content in comparison to the trivial nature of most information-gap activities, and they also are in line with needs of those students who believe that learning grammar is an indispensable part of learning any language. These tasks also provide opportunities for communication in pairs or groups. And they encourage a discovery oriented approach on the part of the learners which is in line with the most current and up-to-date views regarding learning. In addition, according to Skehan (2002) output tasks have two advantages. 1) They are system-stretching that is; they allow learners to use their full grammatical potential. 2) They are awareness raising that is, they allow learners to become wary of their gaps in their current interlanguage system. (Note that in this study tasks were designed in such a way as to allow students to interact in the language, they were output driven) According to the above-mentioned researcher, these two elements are the most important elements designed to provide the required focus on form. Also as was mentioned in the earlier parts of the paper, in the unfocused task group there were also some forms of instruction and error corrections where students needed them and this proved to be useful because, Schmidt(1992) argued that no learning is possible without some degree of consciousness. He further made a discrepancy between intentionality and attention, saying that "while the intention to learn isn't always crucial to learning, attention (voluntary or non-voluntary) to the material to be learned is. (Schmidt, 1992: 209). According to Ellis (1995) Schmidt isn't positing that learners' attention should be drawn to form constantly when they are communicating. It is clear that learners cannot continue their communication smoothly this way. At times, however, it is necessary that their attention is drawn to specific forms and they notice specific structures. The reason that games have been successful might be due to what Gaudart (1999) stated that because games are played in non-threatening situations, they allow learners not only to get familiar with and practice structures, but also to consolidate the already learnt structures. Another reason that games and creating motivation for students have been successful might lie in the fact that most errors made in learning grammar

are not as a result of cross-linguistic influence rather, most errors are made due to their developmental nature (Dulay & Burt, 1974). But, according to Oslen (1998) for those EFL settings in which L2 isn't used every day and outside of the class L1 of the learners plays an important role. Resultantly, there must be a high percentage of inter lingual errors among students. So since L2 isn't used extensively, there must be an engaging use of L2 in the class to ensure that maximum motivation is created and that also students make fewer errors so, we can have activities like games. Another reason that games have been successful, is according to what Macedonia (2005: 139) postulated that "games serve the function of redundant repetition of grammar structures (morphological, syntactic) and vocabulary in a playful way." this researcher further pointed out that while playing games students aren't aware that they are in fact learning something. Also practice is fun and repetition isn't banal. Additionally, as Garris, Ahlers, and Driskell (2002: 456) have pointed out, games contribute to the development of the three types of knowledge. Namely, "declarative knowledge which refers "to the knowledge of the facts and data required for task performance, "procedural knowledge which refers to the knowledge about how to perform the task", strategic knowledge which "requires applying learned principals to different contexts or deriving new principals for general or novel situations". Another important reason for the success of the games according to this researcher is that games facilitate the process of converting declarative knowledge in to procedural knowledge. In other words, knowledge which has been stored in memory is activated and is converted in to procedural knowledge that can be used in communication acts. A reason that dialogues have been successful in promoting grammatical knowledge is according to what Rojas(1992) posited that grammar shouldn't be taught in isolation rather, it should be accompanied with the four language skills listening, reading, speaking, and writing. According to this practitioner grammar shouldn't only be practiced at utterance level, but also at discourse level. The main purpose of this according to him is fostering communicative, grammatical competence which is comprehended as an ability to use a grammatical pattern in a variety of situations spontaneously. In addition to learning grammatical minutiae through learning drills, students must also interact with the other speakers using the patterns they are studying. Moreover, there's a huge amount of evidence (see for example, Ellis 2005) to show that focus on form approach that is, focusing on grammatical points as they arise naturally in different contexts is an indispensable ingredient to guarantee students' ultimate success. Also as Ellis (2002: 421) pointed out:

While there is substantial evidence that focus on forms instruction results in learning as measured by discrete-point language tests (e.g. the grammar test in TOEFL), there's much less evidence to show that it leads to the kind of learning that enables learners to perform the targeted form in free oral production e.g. in a communicative task.

So in this way it can be argued that focus on form approach for example, learning grammar from natural exposures to different contexts can be a more effective way for assisting learners in the use of the targeted form in free production as was shown in this study.

CONCLUSION

This paper was generally an attempt to assess effectiveness of the use of three instructional methods on learning grammar productively on the part of the students. The first part of the paper dealt with reviewing literature on these three types of methods (namely, games, unfocused tasks, and dialogues acted through role-play) and a brief review on some of the similar studies undertaken in past. The second part was concerned with elaborating participants, materials, procedure, and the results obtained. Finally it was construed that due to the insignificance of F value, there were no particular differences between the three methods applied. In the discussion part the researchers tried to bring and find some reasons in the literature that could contribute to gaining such a result. All in all, this study has some implications for practitioners. First, teaching grammar deductively or through boring drills and exercises isn't the only way to enhance grammatical ability of students rather, there are more innovating and beneficial methods which can bring about considerable enthusiasm for students and therefore, motivate them to foster deep knowledge of grammatical structures. Second, it is not true to say that one method always or in most of the circumstances works better in comparison to the other methods. As we can see in this paper, students could enhance their grammatical knowledge through all the three methods applied maybe due to the fact that students were provided with opportunities to produce grammatical patterns in meaningful ways and through oral acts of communication in all of the experimental groups. So, when the opportunity to communicate is provided for students, and students have a chance to produce grammar during interactional turns, there's no difference between the types of methods applied. In other words, it is the opportunity for communication which counts and matters not the type of procedures applied. Third, paying attention to students' affective sides has always been one of the important aspects in language teaching. Teaching

grammar by its very own nature might be a very dreary experience for students especially when it's done using traditional approaches. When more interesting and innovative ways for teaching grammar are used, students feel more motivated to concentrate and to pick up the grammar of the day as a result; they will be able to use grammar more easily in future as can be seen in this paper. Fourth, teachers should pay a great deal of attention to their students' grammatical mistakes. Whatever activities or procedures students are presented with teachers shouldn't avoid from providing students with instruction and corrections of their errors from time to time otherwise, the erroneous structures get fossilized in their students' minds and in future it's really hard to relearn these patterns.

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Appendix

Session 1: Transcripts of the recorded voice of students:

S1: I wish I had play the piano.
T: I wish I had play the piano?
S1: I wish I could play the piano.

S2: I wish I were more time.
T: I wish I were more time?
S2: I had.
T: I had more time.

S3: I wish I lived in peace.
S4: I wish I could help him.
S5: I wish I had solve my problem.
T: I wish I could....?
S5: Aha. I wish I could solve my problem.

Session 2: Students' utterances in response to the lion's picture:

S1: I'm in a situation that I wish I had a gun, or I could run faster. Because, from a danger animal.

T: No, No, No! You shouldn't tell her about the picture! Your partner should guess what the picture is.

S2: I wish I went faster.

T: Went faster?

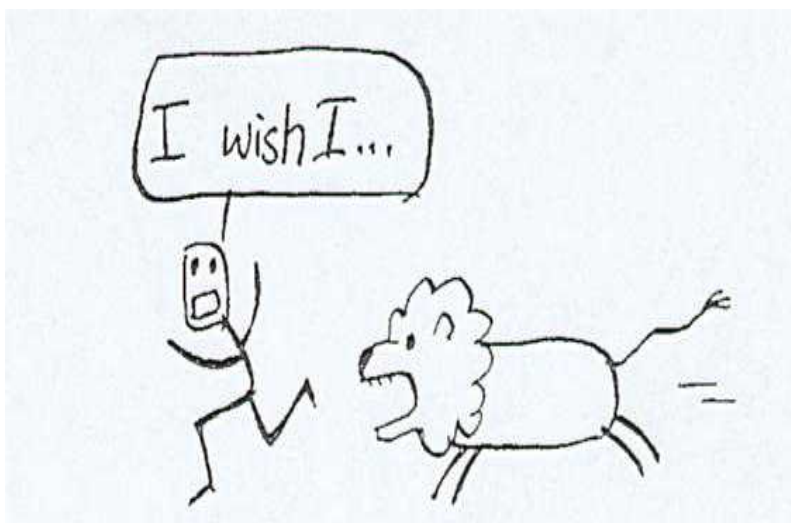
S2: I have gone?


T: I wish I could run away.

S2: Aha. I wish I could run away.

S2: I say it's an animal?

T: No. your partner should guess what your picture is.



	I wish	I had	in another country / play the piano /
		I was / were	stronger / tidier / so careless / so tired /
		I lived	solve my problems / more time /
		I could	alone / with my girl (woman, guy, man) /
		I wasn't / weren't	a flat of my own / a new bike / a new television /
		I didn't	help him(her) / live in ... / remember it /
		understood it / a good friend / in love / ill /	
		understand it / live in peace / a coward /	
		have to do it / have to leave /	

2 CONVERSATION *If I found \$750,000 . . .*

A Listen and practice.

Phil: Look at this. Some guy found \$750,000!

He returned it and the owner simply thanked him with a phone call.

Pat: You're kidding! If I found \$750,000, I wouldn't return it so fast.

Phil: Why? What would you do?

Pat: Well, I'd go straight to the mall and spend it. I could buy lots of nice clothes and jewelry.

Phil: Someone might also find out about it. And then you could go to jail.

Pat: Hmm. You've got a point there.

B Listen to the rest of the conversation.
What would Phil do if he found \$750,000?



if	someone I liked someone I didn't like someone I didn't know	asked me for... asked me to ... told me to.... called me a ... invited me to ... offered me refused to ...	I'd I wouldn't	feel... be... tell them to... say... try to.. pretend to ...
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Post test:

Wishes don't wash the dishes!

Mike: you know what? I always wish I was a teacher.

Susan: Why?

Mike: Because if I was a teacher I could help my sister to pass her exam. Failing turned in to a really bad experience for her.

Susan: But I always wish I was an engineer. Because my father always wanted me to be a mechanical engineer.

Mike: actually I wish I had Aladdin magic lamp. Maybe my wishes would come true this way!

Susan: Ok! I'm sure we can never have a magic lamp. It's better for us to try to be successful in the jobs we have now.

Mike: Yes. You're right! Wishes don't wash the dishes!

Post test:

Complete the sentences using the clues given to you.

1. My fiends have a lot of money. I don't have any money.
I wish

2. I don't have much money to buy a car.
If

3. I speak French really badly.
I wish

4. John has lots of friends. He always goes out with them. But I don't have many friends!
If

5. Julia has an attractive red car. But mine is blue and small!
I wish

6. I'm too old to have a girlfriend!
If