

# 10 If I Were the President, I'd Cut Taxes

## Conditionals 3

Target patterns: *If . . . would . . .*

Communication skills: Unlikely/Impossible conditions  
Hoes and dreams

Language sets: Interests

Page 64

### Warm Up Famous People

Ask "What would you do if you were the president/prime minister?" to individual students. If necessary, help them use the pattern "If I were . . . , I'd . . . ." The students then do the activity in pairs, in groups, or as a class, taking turns to ask questions. Encourage them to think of a variety of things they would do.

### What Would You Do If You Had a Long Vacation

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What would Sunee tell Jin-Woo to do if she were his boss?

Where would Jin-Woo go for a long vacation?

#### Follow-up questions

Would Jin-Woo increase or decrease taxes?  
Would you increase or decrease taxes? Why?

Would Jin-Woo hike in the mountains or relax on the beach?

Would you hike in the mountains or relax on the beach? Why?

#### Comprehension – personalization

T: Jin-Woo . . . President?

S1: What would Jin-Woo do if he were the president?

S2: He'd reduce taxes by at least fifty percent.  
What would you do if you were the president?

S3: If I were the president, I'd . . .

Continue in a chain.

T: Jin-Woo . . . long vacation?

S4: What would Jin-Woo do if he had a long vacation?

S5: He'd go back to Jeju Island, relax on the beach, and forget about taxes.

S5: What would you do if you had a long vacation?

S6: If I had a long vacation, I'd . . .

Continue in a chain.

### Personalization

In pairs, in groups, or as a class, the students talk about what they would do if they had a long vacation. Encourage them to give details, and encourage other students to ask questions.

Page 65

### Warm Up If I Had . . .

Ask "What would you do if you had . . . ?" questions to individual students, for example, "What would you do if you had a sports car/big house/crocodile . . . ?" The students then do the activity in pairs, in groups, or as a class, taking turns to ask questions.

### What Would You Do If You Had a Lot of Money?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What does David think about much of the time?

Why is Sachiko a bit angry?

#### Follow-up questions

What would David buy if he had a lot of money?

What would you buy if you had a lot of money?

How many tickets would Sachiko buy for a round-the-world cruise?

How many tickets would you buy for a round-the-world cruise? Why?

### Comprehension – personalization

- T: David . . . lot of money?  
 S1: What would David do if he had a lot of money?  
 S2: If David had a lot of money, he'd buy a professional soccer team  
 T: Sachiko?  
 S2: What would Sachiko do if she had a lot of money?  
 S3: If Sachiko had a lot of money, she'd buy two tickets for a round-the-world cruise,  
 T: You.  
 S3: What would you do if you had a lot of money?  
 S4: If I had a lot of money, I'd . . .  
 Continue in a chain,

## Personalization

In pairs, in groups, or as a class, the students ask each other a series of “What would you do if . . . ?” questions. Encourage them to keep going for as long as they can.

---

Page 66

## Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

- If I could fly, I'd be able to go to school much more quickly.*  
*If I had a time machine, I'd travel back in time and meet my ancestors.*  
*If I lived on the Moon, I'd be very lonely.*

## Controlled Practice

### If They Were . . .

The students make sentences about each picture.

### Sample answers

- (The students may come up with good alternative answers.)
- If he was/were a vegetable, he'd like to be a carrot.*
  - If he was/were an animal, he'd like to be a gorilla.*
  - Is she was/were a country, she'd like to be*

*Italy.*

- If he was/were a fruit, he'd like to be a banana.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

- If I were a flower, I'd like to be a daffodil.*  
*If I were an animal, I'd like to be a kangaroo,*  
*If I were a woman, I'd like to wear a skirt.*

---

Page 67

## Warm Up In Another Place

Write a list of places on the board. These should be places that seem far away to the students. Ask “If you were in/at/on (one of the places), what would you like to do?” When a student answers, ask a natural follow-up question. The students then do the activity in pairs, groups, or as a class, taking turns to ask questions.

## If You Were on a Desert Island

The students can listen to the dialog, read it, or do both.

### Anticipation questions

- Why would Shakespeare like a helicopter?*  
*Why would Boris like a TV?*

### Follow-up questions

- Why would Shakespeare like a computer?*  
*Would you like a computer? Why?*

- Why would Romeo like a yacht?*  
*Would you like a yacht? Why?*

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, groups, or as a class, the students discuss the things they would like to have with them on a desert island and give reasons. It may help if each

student first makes a list of an agreed number of things.

---

Page 68

## Communication Activities

### A. Sentence Building

The students or you suggest a starting sentence which contains the pattern “*If I . . . , I’d . . .*.” Nominate the next student who repeats what the first student says and adds another thing he/she would do in this situation. The chain continues, each student adding another thing they would do.

### B. Elimination

The students or you decide on a place you are unlikely to go to (e.g. the Moon, the Arctic). Either individually or in teams, the students think of sixteen things they would take to this place and write them down in a 4x4 grid. Each student/team reads out their list and students cross out any item that is also on their list. The items each team/student have left have to be justified by that team/student, using the pattern “*If I had a . . . , I’d . . .*.” Teams/students get one point for every item that hasn’t been crossed out and has been justified. There are bonus points for getting whole lines crossed out in any direction.

### C. Guess the Situation

A student picks up a situation card and makes sentences about what would happen. The other student(s) try to guess what the situation is. The student can help by saying “*You’re getting warmer/colder*” etc.

---

Page 69

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

- Man: *I’m doing a survey, and U have a few questions. What did your parents ask you to do when you were a child?*
- You: *They asked me to clean my room.*
- Man: *What did your teacher tell you to do when you were a child?*
- You: *My teacher told me to always do my homework.*
- Man: *What did your friends advise you to do when you were a child?*
- You: *They advised me to pass the ball more when I played soccer.*
- Man: *What did you promise to do when you were a child?*
- You: *I promised to go to bed early and get up early.*
- Man: *Thank you very much.*

### Picture prompts – sample answers

*He agreed to sign the contract.*

*He promised to love her for ever.*

*She invited him to dance with her.*

*If he was/were a vegetable, he’d like to be a carrot.*

*If he was/were an animal, he’d like to be a gorilla.*

*If she was/were a country, she’d like to be Italy.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.