

□ EXERCISE 24. Activity: conditional sentences. (Charts 20-1 → 20-8)

Directions: Discuss and/or write about one or more of the topics.

1. If, beginning tomorrow, you had a two-week holiday and unlimited funds, what would you do? Why?
2. If you had to teach your language to a person who knew nothing at all about your language, how would you begin? What would you do so that this person could learn your language as quickly and easily as possible?
3. If you were Philosopher-King of the world, how would you govern? What would you do? What changes would you make? (A "Philosopher-King" may be defined as a person who has ideal wisdom and unlimited power to shape the world as s/he wishes.)
4. Suppose you had only one year to live. What would you do?
5. Describe your activities if you were in some other place (in this country or in the world) at present. Describe your probable activities today, yesterday, and tomorrow. Include the activities of other people you would be with if you were in that place.

20-9 USING AS IF/AS THOUGH

- (a) It looks *like* rain.
 (b) It looks *as if* it is going to rain.
 (c) It looks *as though* it is going to rain.
 (d) It looks *like* it is going to rain. (*informal*)

Notice in (a): *like* is followed by a noun object.
 Notice in (b) and (c): *as if* and *as though* are followed by a clause.
 Notice in (d): *like* is followed by a clause. This use of *like* is common in informal English, but is not generally considered appropriate in formal English; *as if* or *as though* is preferred.
 (a), (b), (c), and (d) all have the same meaning.

"TRUE" STATEMENT (FACT)	VERB FORM AFTER AS IF/AS THOUGH	Usually the idea following <i>as if/as though</i> is "untrue." In this case, verb usage is similar to that in conditional sentences.
(e) He <i>is not</i> a child.	She talked to him <i>as if</i> he <i>were</i> a child.	
(f) She <i>did not take</i> a shower with her clothes on.	When she came in from the rainstorm, she looked <i>as if</i> she <i>had taken</i> a shower with her clothes on.	
(g) He <i>has met</i> her.	He acted <i>as though</i> he <i>had never met</i> her.	
(h) She <i>will be</i> here.	She spoke <i>as if</i> she <i>wouldn't be</i> here.	

□ EXERCISE 25. Using AS IF/AS THOUGH. (~~Chart 20-9~~)

Directions: Using the given idea, complete each sentence with *as if/as though*.

1. *I wasn't run over by a ten-ton truck.*

I feel terrible. I feel as if (as though) I had been run over by a ten-ton truck.

2. *English is not her native tongue.*

She speaks English _____

3. *You didn't see a ghost.*

What's the matter? You look _____

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4. *His animals aren't people.*

I know a farmer who talks to his animals

5. *His father is not a general in the army.*

Sometimes his father gives orders _____

6. *I didn't climb Mt. Everest.*

When I reached the fourth floor, I was
winded. I felt _____

instead of just three flights of stairs.

7. *He does have a brain in his head.*

Sometimes he acts _____

8. *We haven't known each other all of our lives.*

We became good friends almost immediately. After talking to each other for only a
short time, we felt _____

9. *A giant bulldozer didn't drive down Main Street.*

After the tornado, the town looked _____

10. *I don't have wings and can't fly.*

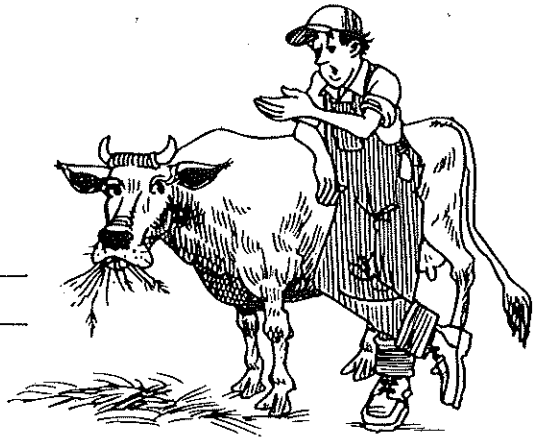
I was so happy that I felt _____

11. *The child won't burst.*

The child was so excited that he looked _____

12. NOTE: The following sentiments were expressed by Helen Keller, a woman who was
both blind and deaf but who learned to speak and to read (Braille*). Complete these
sentences.

Use your eyes as if tomorrow you _____ become blind. Hear the music
of voices, the song of a bird, as if you _____ become deaf tomorrow. Touch
each object as if tomorrow you _____ never be able to feel anything again.
Smell the perfume of the flowers and taste with true enjoyment each bite of food as if
tomorrow you _____ never be able to smell and taste again.



*A system of writing for the blind devised by the Frenchman Louis Braille. Blind people read Braille by
placing the tips of their fingers on raised dots that represent letters, punctuation, etc.