

## Unit 1 - Lesson 3

as if/though を使った仮定法  
仮定法を使った慣用表現

# They treat me as if I were their own son.



1. Carlos from Mexico is doing homestay with an Australian family. Read his email to his younger brother, Carlito, then answer the questions.

Carlito, I'm having a really great time here in Australia.  
My host parents treat me as if I were their own son. And my  
host sisters are very friendly. Last week, we rode an interesting  
train. Our legs were hanging out the window. Tomorrow, we're  
going to see a laser show. I'm really excited. Australia is so  
much fun. If it weren't for school starting soon, I would stay  
here for another month. Your big brother, Carlos



- How do Carlos' host parents treat him?  
They treat him like he was their \_\_\_\_\_
- When will Carlos' school in Mexico start?  
It will start \_\_\_\_\_
- If Carlos didn't have to worry about school, what would he do?  
He \_\_\_\_\_ in Australia \_\_\_\_\_

### as if/though を使った仮定法

**G-1A** My host parents treat me **as if/though** I *were* their own son. (*now*)

**G-1B** Jim felt **as if/though** he **had been** hit by a bus. (*at that time*)

as if/though の後に続く内容は、実際の事実とは異なります。

(Carlos is not the host parents' own son. / Jim didn't get hit by a car.)

### 仮定法を使った慣用表現

**G-2A** **If it weren't for** school starting soon, I **would** stay here for another month. (*now*)

**G-2B** **If it hadn't been for** bad weather, the picnic **would have been** fun. (*at that time*)

If it weren't for / If it hadn't been for の後に続く内容もまた、実際の事実とは異なります。

(Carlos won't stay in Australia for another month. The picnic wasn't fun.)

1 - **Vocabulary introduction (pages 5 - 6)** - Play **CD 1, track 7** and have the students repeat the vocabulary. Some words are contextualized (in full sentences) or rephrased. This will help the students to understand how to use the new words and expressions naturally.

2 - **Listening (ex. 1)** - Play **CD 1, track 8** and have the students listen to the text in ex. 1. The students should be looking at their textbooks in order to become familiar with the pronunciation of the text.

3 - **Oral and silent reading** - Have the students read the text of ex. 1 in chorus. To make it more active, the students can face each other in pairs as the class repeats in chorus. S1 reads sentence 1, S2 reads sentence 2, S1 reads sentence 3, S2 reads sentence 4, etc. Next, have the students read the text again but silently for comprehension. Then, have the students answer the comprehension questions. Give time limits.

4 - **Checking the answers** - Have the students pair up. Point to S1. “**Question 1.**” Point to S2. “**Answer.**” Point to S2 again. “**Question 2.**” Point to S1 again. “**Answer. Check your answers.**” Next, check as a class. Call on S1 to read question 1 and on S2 to answer it. If there are mistakes, see if other students can fix them.

1. How do Carlos' host parents treat him?  
They treat him like he was their own son.
2. When will Carlos' school in Mexico start?  
It will start soon.
3. If Carlos didn't have to worry about school, what would he do?  
He would stay in Australia for another month.

5 - **Grammar explanation** - Explain the grammar points of the lesson.

**as if/though** を使った仮定法

**G-1A** My host parents treat me **as if/though I were** their own son. (*now*)

(ホストファミリーはまるで私が実の息子であるかのように扱った。)

**G-1B** Jim felt **as if/though he had been hit** by a bus. (*at that time*)

(ジムはまるでバスに引かれたかのように感じた。)

as if/though の後に続く内容は、実際の事実とは異なります。

(Carlos is not the host parents' own son. / Jim didn't get hit by a car.)

(カルロスホストペアレンツの実の子ではない。/ジムは車に引かれていない。)

仮定法を使った慣用表現

下記の例文の他に、but for~, without~, as it were~, had better~等がある。

**G-2A** **If it weren't for** school starting soon, I **would stay** here for another month. (*now*)

(学校がもうすぐ始まらないのなら、ここにもう数カ月いられるのになあ。)

**G-2B** **If it hadn't been for** bad weather, the picnic **would have been** fun. (*at that time*)

(もし天気が悪くなかったら、ピクニックは楽しかったのになあ。)

If it weren't for / If it hadn't been for の後に続く内容もまた、実際の事実とは異なります。

(Carlos won't stay in Australia for another month. The picnic wasn't fun.)

(カルロスはもう数カ月間オーストラリアにいない。ピクニックは楽しくなかった。)

6 - **Conversations (ex. 2)** - In pairs, have the students silently read conversation A/B (only this conversation for now). The students should fill the blanks with grammar from the previous page as well as underline the correct choice in the parentheses. Give time limits. If you think it's necessary, pass out the Japanese translation of these conversations (**Lesson 3 ex. 2 translation - DVD-ROM**). When time is up, check conversation A/B as a class. Call on a pair to read the conversation with their answers. If there are mistakes, see if other students can fix them. Then, ask the oral comprehension questions below. Next, have the pairs do the remaining three conversations. Give time limits. Follow the same procedure as for conversation A/B.

- A. Do you want to get married someday?  
B. I'm not sure. Sometimes, when I hear my father talking to my mother,  
I feel like I don't want to get married.  
A. What do you mean?  
B. Well, he talks to her as if/though he (is / were) her boss.

1. Does B's father speak nicely to B's mother? Yes, he does. / No, he doesn't. → No, he doesn't.  
2. How does B's father talk to B's mother? He talks to her... → He talks to her as if/though he were her boss.

- C. Did you see Tina yesterday?  
D. Yes. She looked as if/though she (didn't sleep / hadn't slept) for a week.  
What happened to her?  
C. I'm not sure. Maybe she was sick.

3. Did Tina look O.K. yesterday? Yes, she did. / No, she didn't.  
→ No, she didn't. She looked as if she hadn't slept for a week.

- E. Hi Tamae, can you go out with us tonight?  
F. I wish I could, but my parents are angry with me because I came home  
late last night. They won't let me go anywhere today.  
E. That's too bad. We're going to see a movie.  
F. If it weren't for my strict parents, I (would / will) go with you.

4. Why can't Tamae go out tonight? Because her parents... → Because her parents are angry with her.  
5. Are Tamae's parents strict? Yes, they are. / No, they aren't. → Yes, they are.

- G. Thanks for taking me to the beach last night.  
H. It was my pleasure. But it's too bad that it was cloudy.  
If it hadn't been for the clouds,  
we (could see / could have seen) hundreds of stars in the sky.

6. Where did G and H go last night? They went to... → They went to the beach.  
7. Why couldn't they see the stars in the sky? Because of the... → Because of the clouds.

7 - **Expression (ex. 3)** - Have four students each read one sentence in ex. 3. Make sure the students understand the meaning of each sentence. Next, have the students write similar sentences by changing the information in the parentheses. The parentheses can be changed a little if necessary. For example, in number 3, the students could write: If it weren't for (Taylor Swift), I wouldn't (like country music). Give time limits. Check in groups and as a class. By a show of hands, see who else said something similar. If you think it's necessary, pass out the **Lesson 3 Sample Writing Worksheet (DVD-ROM)** and go over the additional examples with the students.

2. Read each conversation and fill the blanks using G-1A - G-2B from the previous page. Also, underline the correct choice in the parentheses.

- A. Do you want to get married someday?  
B. I'm not sure. Sometimes, when I hear my father talking to my mother, I feel like I don't want to get married.  
A. What do you mean?  
B. Well, he talks to her \_\_\_\_\_ he (is / were) her boss.  
C. Did you see Tina yesterday?  
D. Yes. She looked \_\_\_\_\_ she (didn't sleep / hadn't slept) for a week. What happened to her?  
C. I'm not sure. Maybe she was sick.  
E. Hi Tamae, can you go out with us tonight?  
F. I wish I could, but my parents are angry with me because I came home late last night. They won't let me go anywhere today.  
E. That's too bad. We're going to see a movie.  
F. \_\_\_\_\_ my strict parents, I (would / will) go with you.  
G. Thanks for taking me to the beach last night.  
H. It was my pleasure. But it's too bad that it was cloudy. \_\_\_\_\_ the clouds, we (could see / could have seen) hundreds of stars in the sky.

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3. Change the words in parentheses and write your own original sentences. You can also change other parts. Share in pairs or groups.

1. (My mother) treats me as if I were (a child).  
\_\_\_\_\_  
2. When I (failed the test), I felt as though I had (been hit by a bus).  
\_\_\_\_\_  
3. If it weren't for (Taylor Swift), I wouldn't be interested in (country music).  
\_\_\_\_\_  
4. If it hadn't been for (Ichiro), I wouldn't have come to (like baseball).  
\_\_\_\_\_