



Before watching 1:

- *Omnipotent* is somebody who has unlimited power, who is able to do anything.
- Complete the sentence below:

If I were omnipotent for a day, I _____.

- Show it to a partner. Share it with your group.

While watching 1 (s01e04):

1) In the passage you'll now watch, the six Friends are discussing the same question you were discussing above. Who do you think said what? Match the numbered pictures to the sentences. There are two you won't need to use.



1) Ross; 2) Phoebe; 3) Rachel; 4) Joey; 5) Monica; 6) Chandler

- () I would want world peace, no more hunger and good things for the rain forest. And bigger boobs.
- () You took mine!
- () I'd make myself omnipotent forever.
- () I'd probably kill myself.

2) Watch excerpt and check your answers.

Before watching 2:

- Imagine R\$ 500 have been wrongfully deposited in your bank account. Discuss in your group what you would do (make notes of some of your friends' answers to share with the whole class later)



While watching 2 (s01e03):

1) US\$ 500 have been deposited by mistake in Phoebe's account and she wants to give them back. First time you watch the passage, decide which two friends think she should keep the money:

- a) Ross and Monica
- b) Joey and Chandler
- c) Joey and Rachel

2) Now, complete the following sentences so that they refer to unreal/hypothetical situations in the present/future.

- a) *If I _____ (keep) it, it _____ (be) like stealing.*
- b) *But if you _____ (spend) it, it _____ (be) like shopping.*
- c) *Even if I _____ (be) happy and skipping, I _____ (hear) "not-not mine, not-not mine..."*
- d) *I _____ (never be) able to enjoy it. It _____ (be) this giant karmic debt.*

3) Watch it again and check.

After watching:

What do you think Monica or Rachel would do if they could be omnipotent for a day? Write down two ideas.

Write down what you think Chandler or Monica would do if they found extra US\$ 500 deposited in their bank accounts.

Teacher's notes

Main Aims: *this activity aims at presenting and/or practicing 2nd Conditional, preferably practicing. Using two different excerpts from two different episodes from the 1st season of Friends, the topics discussed are what people would do if they were omnipotent for a day and if they found extra money in their bank accounts.*

Secondary Aims: *there'll be plenty of speaking practice, as well as listening for gist (while watching activity 2) and listening for specific information (while watching activity 1).*

DVD information:

- *While watching 1: disc 1, episode 4 (The One with George Stephanopoulos), from the very beginning until the end of the introduction (1-minute snippet).*
- *While watching 2: disc 1, episode 3 (The One with the Toe), from 00:05:17 to 00:06:16 (1-minute snippet).*

Level: *whenever 2nd conditional is introduced, usually Elementary or Pre-Intermediate.*

Suggested plan**Lead-in:**

- *Write OMNIPOTENT on the board and elicit meaning from students. Define it for them if they don't what it is. (there is a definition in the worksheet in the Before Watching 1 section. Conversely, you could play hangman with them using the word, and then proceed to elicit/define word. – 5 to 10'*
- *Give students copy of the worksheet and have them complete "If I were omnipotent for a day, I _____" sentence individually. 2'*
- *Students compare sentences with a partner; they then share their sentences with the whole group. 4'*
- *Delayed feedback. 2'*

While watching 1:

- *Ask students if they like watching Friends. Refer them to picture in the While Watching 1 section and introduce the characters to students who don't know them – 1'*
- *Do scanning activity – students try and match pictures to sentences. When they've finished it, they watch passage and check – check in pairs – check with the whole group – 5'*

Before watching 2:

- *Students discuss situation in groups of 3. – 3'*
- *Share with the whole group.*

While watching 2:

- *Do skimming activity 1 (while watching 1). Check in pairs. Check with the whole group. – 4'*

- *Do activity 2: first have students complete the blanks with the correct form of the verb and compare with a partner.*
 - *Students watch second passage again and check. (Depending on how they were taught this grammatical point, they'll have filled the first gap in c) with were, when Phoebe uses was. This is a good chance to point out was is acceptable in conditional sentences in a more informal register. Were in this case would've sounded formal.*
- NB: *The chunk If I were you should always be used with were.*

After watching:

- *Students can do task individually or in pairs. This task, however, demands knowledge of the Friends characters' personalities. In case your students are not familiar with them, you can have them write sentences about their classmates and teacher, about family members, about other famous people etc.*
- *Check with the group and do delayed feedback.*

PS: If you want this – or any other – activity in a Word editable file, write to me and I'll email it to you.

Please send your questions and suggestions to higor@higorcavalcante.com and thank you very much for having downloaded this activity. 😊