

UNIT 6

Problems and advice



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations related to problems, experiences and advice
- give advice on common problems
- describe extreme experiences
- ask for and give advice
- write a message giving advice

UNIT CONTENTS

G GRAMMAR

- Imperative; *should/shouldn't*
- Imperatives
- Uses of *to* + infinitive
- Linking: ordering ideas and giving examples

V VOCABULARY

- Verbs with dependent prepositions: *deal with sth, look at sth, concentrate on sth, listen to sth, think about sth, borrow sth from sb, spend sth on sb, pay for sth, wait for sth, ask (sb) for sth, talk to sb, think of (ideas), arrive at sth*
- -ed / -ing adjectives: *amazed, amazing, annoyed, annoying, confused, confusing, disappointed, disappointing, embarrassed, embarrassing, frightened, frightening, relaxed, relaxing, shocked, shocking, surprised, surprising, tired, tiring, exciting, excited, interesting, interested*
- Wordpower: verb + to: *bring, describe, explain, lend, pay, read, sell, write*

P PRONUNCIATION

- Sound and spelling /u:/ /ʊ/
- -ed endings
- Word stress
- Main stress

C COMMUNICATION SKILLS

- Describing extreme experiences
- Asking for and giving advice
- Showing sympathy
- Writing a message giving advice



CULTURE NOTES

The picture is of a bungee jumper falling from a 40-metre-high bridge in Greece. Bungee jumping is when a person jumps from a very high point, like a bridge, crane or helicopter, attached by a strong elastic cord or bungee. The person falls through the air and then gets pulled back by the elastic. It is an exciting sport and is often used to help people overcome a fear of heights. Bungee jumping is considered an extreme experience. Bungee jumping is not as dangerous as it sounds: the risk of death is about 1 in 500,000 – said to be about the same risk as driving 100 miles by car. However, it can cause a number of injuries. Some examples of more dangerous extreme sports are skydiving, base jumping (similar to skydiving, but from a 'base' such as a bridge or building), volcano surfing and highlining (walking on a high rope).

- b** Ask how the man is feeling. In pairs, students write down words and phrases to explain how they think the man is feeling. Monitor and support students with any vocabulary they may need. Check ideas in feedback.
- c** Give students a few minutes to discuss the questions in pairs. Monitor and help with vocabulary as necessary. Ask students to share their ideas with the class and extend to a wider discussion if students are interested. Tell them that some therapists or doctors help people with excessive fears (phobias) by exposing them to what they're afraid of.

Answers

common fears: spiders, snakes, heights, crowds, open spaces, closed spaces, dogs, storms, injections, flying, dirt, bacteria

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write the names of three extreme sports on the board, e.g. *mountain biking, skateboarding, paintball*. Ask any students who have tried these sports to describe them. Ask students if they would like to try these sports or if there are any other extreme sports they would like to try.

- a** Ask students to say what they can see in the picture and what they think the man is doing. Elicit or teach the term *bungee jumping*. Ask students what they know about it. Would they like to try it? Why/ why not? If you wish, give students information from the Culture notes below.

Answers

bungee jumping



EXTRA ACTIVITY


Books closed. Tell students briefly about something that you are afraid of, e.g. *spiders, snakes, the dark*. Tell students why you are afraid of this thing and what happens when you are exposed to it in some way. Now ask students to stand up. They should mingle with other students and find someone who is afraid of the same thing(s) as them. Take class feedback and find out what the most common fear was. Ask for ideas on how they might deal with this fear.

6A You should have a break

OPTIONAL LEAD-IN

Books closed. Tell students about a problem you have had in the last 24 hours, e.g. *This morning, when I wanted to leave for work, I couldn't find my house keys, the ticket machine at the station was broken, I ran out of milk at breakfast, I forgot homework, I got caught in traffic.* In pairs, students write down the number of minor problems they have had in the last 24 hours. Compare lists during feedback and find out who has dealt with the most problems. Ask what some of the problems were and write them on the board. Ask whether students solved the problems or not. If not, can other students give them advice? Don't worry if students make mistakes with *should* or expressions for giving advice at this stage.

1 READING

- a  Students look at the pictures and captions that go with the article and describe the problems they show. Check they understand the captions and elicit that *addicted* means unable to stop doing something and usually something that's bad for you. Ask them why they think the people have these problems and what the consequences might be. In pairs, students talk about people they know who have any of these problems and ways to solve them. Monitor and help as necessary. Ask students to share their ideas with the class. Put their ideas about solving the problems on the board so that they can compare with the article later.

CULTURE NOTES

Addiction to your mobile phone has been given a name: *nomophobia* – the fear of being without your mobile phone. The word comes from *no* + *mobile* + *phobia* (fear). Surveys have shown that more than 50 per cent of people with mobile phones become anxious at the thought of being without their phone, losing it, running out of battery or losing signal.

- b Read the title of the article and ask: *Do you think the article will be about the problems, the people who have them, or advice for solving them? Why?* (The article is about solving problems because of the phrase *deal with*.) Read through the introduction with the class. Tell students to read the pieces of advice 1–4 in the article and match them with four of the problems. They should then add the four captions as headings to the text. Check answers as a class.

Answers

- 1 My home is a mess. 2 I'm addicted to my mobile.
3 I can't concentrate on my work. 4 I don't sleep well.

- c Encourage students to find and underline the listed words in the text as this will help them to answer the question. They complete the exercise individually then compare their ideas with a partner. Check as a class. You may wish to help students with words in the Vocabulary support box.

At the end of this lesson, students will be able to:

- read and understand a text giving advice for problems
- use the imperative and *should* / *shouldn't* accurately
- pronounce long and short vowels /u:/ and /ʊ/ correctly
- use verbs with dependent prepositions
- give advice for small problems

Answers

- 1 music: listen to music while you clean; 15 minutes: clean for 15 minutes only every day
2 rules: give yourself rules for using your phone; a pile: put your phones together in a pile, out of the way
3 breaks: don't work for long periods without a break; rewards: give yourself rewards when you're working
4 screens: don't use bright screens before you go to sleep; milk: drink warm milk before going to bed to help you sleep

VOCABULARY SUPPORT



device (B2) – small (electronic) machine or gadget

enjoy someone's company (B2) – to like being with someone

herbal (B1) – relating to or made from a herb – a plant used in cooking

pile (B1) – a group of things together, one on top of the other

reward (B1) – something you get when you achieve something

- d  Write the four problems the article talks about up on the board. In pairs, students cover the article and give each other advice about each one, using their notes to help them. Ask some of the pairs to give you some examples.
- e  In pairs, students decide if they think each piece of advice is good or not, and why / why not. Can students think of more advice for people with these problems? Take feedback as a class.

FAST FINISHERS

Fast finishers can discuss or write the advice they would give to people with the other problems shown in the pictures. Ask for their ideas during feedback. Put them on the board to refer to later in the lesson.

2 GRAMMAR Imperative; *should*

- a Books closed. Give each student in the class a verb: *listen*, *try*, *use* or *work*. Read out the sentences from 2a. Students stand up when they hear the sentence their verb comes from. Students then complete the sentences in 2a with the correct verbs and check their answers in the article. Check answers as a class. Elicit other pieces of advice from the article using *should/shouldn't* and the imperative.

Answers

- 1 listen 2 try 3 work 4 use

- b Match the sentences with the rules as a class.

Answers

- 1 infinitive
4 don't + infinitive
2 subject + *should* + infinitive
3 subject + *shouldn't* + infinitive



LOA TIP ELICITING

Give students some prompts from the article to elicit more sentences with imperatives and *should/shouldn't*: *15 minutes* (Don't clean for more than 15 minutes. You shouldn't clean for more than 15 minutes.); *a pile* (Put your phones in a pile. You should put your phones in a pile.); *rewards* (Have a biscuit. You should have a biscuit.); *night* (Don't use your computer at night. You shouldn't use your computer at night.)

- c Students read the information in Grammar Focus 6A on SB p.152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 6A on SB p.153. Check answers as a class. Tell students to go back to SB p.58.

Answers (Grammar Focus 6A SB p.153)

- a 1 He should get up earlier. 2 He should have breakfast.
3 He should drink less coffee. 4 He shouldn't drive to work.
5 He shouldn't use his phone in the car.
6 He should stop for lunch. 7 He shouldn't eat at his desk.
8 He should go to bed earlier.
b 1 Start 2 Spend 3 wake 4 Set 5 don't go
6 get 7 Eat 8 don't drink
c 1 should bring 2 should I take 3 don't be late
4 should be 5 Don't spend 6 shouldn't check
7 what do you think



LANGUAGE NOTES

Make sure that students do not try to use the infinitive + *to* after *should/shouldn't*. Also point out the difference between *must* and *should*: **must** is to say that something is necessary, **should** is for when we think something is a good idea.

- d **2.23 Pronunciation** Model and contrast the long and the short vowel sounds /u:/ and /ʊ/. Say /u:/, /u:/, /u:/, /u:/, /u:/; then /ʊ/, /ʊ/, /ʊ/, /ʊ/, /ʊ/, /ʊ/. Depending on the students' first language, either one sound or the other may be more difficult for them to hear/reproduce in isolation. Then play the recording and elicit from the class which vowel is long and which is short in the sentence.

Answers

shouldn't: short
use: long

- e **2.24** In pairs, students look through the sentences and practise reading them aloud to see how they think the vowel sounds are pronounced. Play the recording again. and check the answers as a class.

Answers

- 1 short, long, long
2 short, long, long
3 short
4 long, long
5 short

- f Model the sentences again for students to repeat.



EXTRA ACTIVITY

Ask students to work in pairs to read the article again and find more examples of words with these vowel sounds. Students share their suggestions with the class.

3 VOCABULARY

Verbs with dependent prepositions

- a Ask: *Who spent some money this morning? What did you spend it on?* Write the sentence on the board: (*student's name*) *spent some money ... a drink this morning*. Elicit the preposition *on* to complete the sentence. Tell students that the verb *spend* must always be followed by *on* when it is used with this meaning (to spend money in a particular way to buy certain things). Tell students *on* is called a dependent preposition. Remind students that when they learn a new verb, they should always record and learn it with its preposition if appropriate. Ask if students can remember any more verbs that are always followed by a preposition and put their (correct) examples on the board.

Students complete the sentences with the prepositions individually. Check answers as a class.

Answers

1 with 2 to 3 at 4 on 5 about 6 about

- b In pairs, students ask and answer the questions in 3a. Ask students to report their partner's answers to the class.
- c Tell students that they are going to read more sentences that give advice about problems and also use verbs with dependent prepositions. They should match the sentence halves. Students do the task individually.



CAREFUL!

Students sometimes use *to* after *arrive*; *at* is used after *arrive* or *in* for very large places, e.g. *I arrived to the station*. (Correct form = *I arrived at the station at 9.00.*) *What time do we arrive to Paris?* (Correct form = *What time do we arrive in Paris?*)

Answers

1 d 2 c 3 b 4 a 5 f 6 h 7 e 8 g

- d **2.25** Play the recording for students to check their answers. Ask them which two problems in 1 the advice is for.

Answers

1-4 I don't have enough money. 5-8 I feel tired all the time.



EXTRA ACTIVITY




In pairs, students think of advice to give the people with the other problems shown in the pictures, using *should/shouldn't* and some of the verbs with dependent prepositions from 3a and 3c, e.g. *You shouldn't spend time on things that aren't necessary. Think about which of your jobs are most important and prioritise them. You should ask friends for their help when you need it*. Monitor and help where necessary. Ask students to share some of their ideas with the class.

- e Students do the task in pairs. Alternatively, one student in the pair reads the first part of the sentence to his/her partner to elicit the second part. They then swap roles. With books closed, elicit the complete sentences from the class by just giving the verb, e.g. *borrow*. (Don't borrow money from friends because it creates problems.) Ask students if they agree with the advice given. Why / Why not?

EXTRA ACTIVITY

In pairs, students write new sentences using each verb and preposition from 3c. They take out the verb and preposition to create a gap-fill task to swap with another pair. Students tell the class some of their sentences.

4 SPEAKING

- a**  Ask students if they are usually late for things or punctual / on time. Ask for some examples of times when they have been either very early or very late, and the consequences. Divide the class into pairs and assign A and B roles. Student A reads the text on SB p.130 and Student B reads the text on SB p.132. Tell them that they are going to read some different advice for people who are always late. The pairs read the text and then ask and answer questions. As you monitor, don't interrupt fluency but note any mistakes with the content of this lesson to deal with during class feedback. Ask which piece of advice is the most useful, and why. Do all the pairs agree?
- b**  In pairs, students write advice for one of the problems in the list. Circulate and help where necessary.
- c**  Put students in small groups to present their problems and discuss the advice. Take group feedback to see whose advice they found the most useful.



EXTRA ACTIVITY

If you used the optional lead-in at the beginning of the lesson, return to the problems on the board. What advice would students give for these problems now?

EXTRA ACTIVITY

Ask the class to imagine there is a new student in the class and he/she doesn't understand much vocabulary. What advice could they give to him/her? Elicit suggestions with *should/shouldn't* or the imperative, and put them on the board, e.g. *You should ask the teacher. Read lots of things in English. You shouldn't write definitions – you should write sentences with new words. Don't use the same words all the time.*

ADDITIONAL MATERIAL

-  Workbook 6A
-  Photocopiable activities: Grammar p.214, Vocabulary p.238, Pronunciation p.275

6B I was very frightened

OPTIONAL LEAD-IN

Books closed. Ask: *How are you feeling today?* Ask students to mime their feelings, e.g. *relaxed, tired, excited*. Can other students guess how they feel? Write the adjectives on the board as students guess them.

1 VOCABULARY -ed / -ing adjectives

- a In pairs, students look at the pictures on the page and say how the people might be feeling. Take feedback from the class and add new adjectives if necessary to the list on the board.

- b Students read the sentences and answer the questions.

Answers

a relaxed b relaxing

- c Students complete the exercises in Vocabulary Focus 6B on SB p.137. Play the recording where indicated for students to check their answers to Exercise a and b and the answers to d and e as a class to ensure that students are making the correct choices about when to use *-ed* and when to use *-ing* endings. Tell students to go back to SB p.60.

Answers (Vocabulary Focus 6B SB p.137)

- a 1a annoyed b annoying 2a disappointing
b disappointed 3a confused b confusing 4a tired
b tiring 5a frightening b frightened 6a amazing
b amazed 7a embarrassed b embarrassing
8a surprised b surprising 9a shocking b shocked
b amazed: 2 excited: 3 annoyed: 2 confused: 2
disappointed: 4 embarrassed: 3 frightened: 2
interested: 3 shocked: 1 surprised: 2 tired: 1
c 1 confused/annoyed 2 frightened 3 shocked/amazed
4 embarrassed 5 annoyed/surprised 6 tired
7 disappointed 8 surprised/amazed/shocked

CAREFUL!

Make sure students use *interested / excited* to describe their feelings and not *interesting / exciting*, e.g. *I am interesting in this article*. (Correct form = *I am **interested** in this article*.) *He's exciting because it's his birthday*. (Correct form = *He's **excited** because it's his birthday*.)

EXTRA ACTIVITY

If you used the Optional lead-in at the start of the lesson, look again at the list you have on the board and see how many of the adjectives can be changed using an *-ing* ending.

2 READING AND LISTENING

- a Ask students to look at the picture at the top of the page and describe what they can see. Don't worry about any unknown vocabulary at this point – just see how they can manage with the words they already know. Focus on the activity and elicit that the person is scuba diving. Discuss the questions as a class. Ask for examples of the dangers people can face when doing this activity.

At the end of this lesson, students will be able to:

- use *-ed* and *-ing* adjectives correctly
- read and understand a story about a dangerous experience
- understand a person telling the story of a dangerous experience
- use infinitives with *to* accurately
- talk about dangerous or frightening experiences

- b Students match the words with a–f in the pictures. Then ask them to describe the scene again using the new words.

Answers

a reef b scuba diver c air d breathe e shark
f the surface

CULTURE NOTES

Scuba diving is a popular water sport. SCUBA stands for Self-contained Underwater Breathing Apparatus: the diver swims with all the equipment he or she needs, including a tank of compressed air, mask, diving suit and flippers. In 2014 Egyptian diver Ahmed Gabr dived to a depth of 332.25 metres and set a new world record, but recreational dives are usually between 30 and 40 metres.

The *bends* is a health problem caused when divers come up to the surface too quickly. Because of the change in pressure, they get bubbles of nitrogen in the blood, which causes severe pain.

There are over 400 known species of shark in the world, but only a few species are considered dangerous to humans. Sharks have an extremely good sense of smell and can detect their prey from miles away. Worldwide, shark populations are going down quickly, due to hunting and fishing.

- c Read the title of the article with students and ask them to guess what the article might be about. Students read the article quickly to find which sentence is true and give you their answer in class feedback.

Answer

2

- d In pairs, students read the text again more carefully to answer the more detailed questions. Check answers as a class.

Answers

- 1 to go scuba diving
- 2 because she didn't have any experience of diving below 30 m
- 3 She was scared because it was very deep.
- 4 because she didn't want to get 'the bends'

EXTRA ACTIVITY

Ask the class to spend another minute reading the article because you are going to give them a short memory test on some words from it. Ask students to cover the article. Read the article to the class but each time you get to an adjective, change it. Students must stop you by saying the correct adjective, e.g. *I started scuba diving because I was **bored with** sharks.* (interested in) *I learnt how to dive in England, but English waters were **confusing**.* (disappointing)

e Ask the class to predict what happens next and put some of their ideas on the board.

f 2.28 Play the recording for students to hear the end of the story and then check against the ideas on the board to see if any were correct. If necessary, play Caroline's answer to the interviewer's first question and check. (The sharks made her feel relaxed.) Then play the rest to see what happened in the end. (She never goes diving now.)

Audioscript

INTERVIEWER So what did you do?

CAROLINE Well, I was really confused. I thought I was going to die. I didn't really know what to do – I just wanted to get out of the water. But then I saw a shark; then another, and another. And suddenly I stopped feeling frightened. I forgot about dying, and watched those amazing fish moving through the water. Seeing those sharks probably saved my life, because they made me feel relaxed. I started breathing better and – very slowly – I made my way to the top.

I And how did you feel when you got back to the surface?

C Well, once we were back on the fishing boat, I felt a lot of different things. I was happy to be alive, but I was also embarrassed because I used most of my air. And I was shocked and angry with my instructor for taking me down to 40 metres and then disappearing.

I And how has the whole experience changed you?

C After that experience, every time I tried to dive, I got really worried. In the end, I stopped scuba diving. I still love sharks, but I'll never go that deep again to see them.

g 2.28 Play the recording again for students to answer the questions. Pause in the appropriate places for students to note down their answers or tell you directly.

Answers

- 1 She stopped feeling frightened.
- 2 happy, embarrassed, shocked and angry
- 3 She got worried every time she dived, and stopped diving.

h Discuss the questions as a class. Encourage students to justify their answers as far as possible.

3 GRAMMAR Uses of *to* + infinitive

a Books closed. Ask students to stand up. Read out the sentence with gaps where shown, using expressive gestures/mime to help with the meaning of missing words: *I ____ at my diving watch to see how deep we were.* Students should shout out the missing words. Allow a student who guesses correctly to sit down, then read the next sentence and repeat procedure. *I just ____ to get out of the water. / I didn't really ____ what to do. I am ____ to be alive.* When four students have been allowed to sit down, let everyone sit down and open books. Ask students to complete the sentences from the text and recording.

b 2.29 Play the recording to check answers.

Answers

- 1 to do
- 2 to get
- 3 to be
- 4 to see

c Match the sentences with the rules as a class.

Answers

- 4 to give a reason
- 2 after certain verbs
- 3 after adjectives
- 1 after question words

d 2.28 **Pronunciation** Ask students to predict which part of the infinitive is stressed and then play the sentences for them to check. When you have established that it is the verb which is stressed, point out the pronunciation of unstressed *to* (*tə*). Give students the opportunity to practise this by modelling the sentences for them to repeat after you.

Answers

the verb

e Students look back at the article on page 60 and underline other examples for the uses of the infinitive + *to*.

Answers

To give a reason: my instructor suggested a trip to the Shaab Shagra reef to swim with the sharks there.

After certain verbs: I decided to try the Red Sea in Egypt. I just wanted to go back up to the surface fast.

After adjectives: I was shocked to see we were at 40 metres!

After question words: I learnt how to dive in England.

f Students read the information in Grammar Focus 6B on SB p.152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 6B on SB p.153. Check answers as a class. Tell students to go back to SB p.61.

Answers (Grammar Focus 6B SB p.153)

- 1e 2f 3b 4c 5a 6g 7d
- 1 what to do 2 how to use 3 where to go 4 how to get
5 what to watch 6 which to buy 7 who to speak to
- 1 to read 2 to eat 3 not to receive 4 not to listen
5 not to break 6 to wear 7 to arrive 8 not to go



CAREFUL!

Students often confuse *to* + infinitive or *-ing*, e.g. *I just wanted getting out of the water.* (Correct form = *I just wanted to get out of the water.*)

g Put the class into pairs. Give students some time to read through the pairs of topics and to choose one from each to talk about. They should think about what they are going to say and try to use the infinitive + *to* in these talks. They can make brief notes if they want to.


h Students talk about their different topics in pairs. During the activity, students should try to talk continuously for a short time about the topic. If they are hesitant, their partner can help by asking more specific questions. Monitor and point out errors for students to self-correct. When they have finished, ask students to tell the class examples from their discussions/talks and vote on the most interesting experience.



FAST FINISHERS

Fast finishers can go back and talk about the topics they did not choose previously.

4 LISTENING


- a Tell students that they are going to hear about another experience. Ask them to look at the picture and tell you what they can see. Read through the words in the box and elicit or explain the meanings (see Vocabulary support below). Ask students to say what they think happened and put their ideas on the board.
- b  **2.31** Play the recording for students to see if their predictions were similar to what happened or not.

Audioscript

- INTERVIEWER** So, Aaron, your story is pretty amazing. What happened to you?
- AARON** Well, I think I'm very lucky to be alive today. I was pulled along under a plane when we were flying at a height of 6,000 metres.
- I** Wow! That's unbelievable! How did it happen?
- A** So there were three people in the plane that day. Me, and two other jumpers, Monica and Ben. I wasn't an experienced parachute jumper at the time. I had only done about fifteen jumps.
- I** So, what went wrong?
- A** Well ... Monica told me I should go first ... I stood up and put my foot outside the plane door, but then the wind pushed me to the side. I was stuck, flat against the side of the plane. I tried to push myself away, but it didn't work. Then, part of my parachute got stuck on the plane, I couldn't move my leg so I couldn't fall. I was hanging under the plane, hanging from my parachute, and there was nothing I could do. The others couldn't see me. The plane was just pulling me along in the sky and nobody knew I was there.
- I** That sounds terrifying! How did you feel?
- A** Obviously, I was very frightened. I knew how dangerous it was. I knew I could die if I hit the engine at the back of the plane.
- I** So did the others help you?
- A** At first, they didn't know I was there. But when Monica was getting ready to jump, she saw me and shouted 'Aaron's under the plane!' The pilot slowed the plane down and they freed my parachute. When I started to fall, I felt better, but when I landed I was shocked to think about what had happened.
- I** Did that experience stop you from jumping?
- A** No, but I realised how serious it was. Because I jumped first, Monica saw me and saved me, but if I had been the last one to jump, I would have died. Because the pilot could not have saved me while he was flying the plane.


VOCABULARY SUPPORT

- free* (B2) – to get someone away from something
- get stuck* (B2) – to be unable to move
- hang* (C2) – to hold or be held onto something with your body in the air
- parachute* (B2) – if you wear this when you jump from a plane, it stops you from falling too quickly.


- c  **2.31** Read through the interviewer's questions with the class. Play the recording again for students to make notes on Aaron's answers to the interviewer's questions. Pause after each answer is given in the recording to give students time to make notes. Don't check notes/answers fully at this point, but make sure students have been able to note something for each question. If necessary, play the recording again.

Suggested notes/answers

- 1 parachute jumping – was pulled along under plane
- 2 not experienced – went first
- 3 wind pushed me to side – stuck against plane – hanging from parachute
- 4 frightened – could die
- 5 pilot slowed – others (Monica, Ben) freed me
- 6 no

- d  Students use their notes and take turns to retell Aaron's story in pairs. Before the start, elicit ideas for an appropriate sentence or sentences to start the story – e.g. *This happened when I was ...*, *One day, I was ...* and write them on the board. You could also give some phrases for linking ideas together and moving on, e.g. *after that*, *then*, *suddenly*, etc. Tell partners to help each other if necessary.


5 SPEAKING

- a  Read through the question and the prompts with the class. Be prepared to give an example of your own if students can't think of anything. Tell them your experience (or a friend's) and encourage them to tell the class about something similar. Put students in pairs to think of ideas.
- b Read through the questions with students and tell them that they can use their answers to help them describe the experience. Students prepare notes individually about one experience they talked about.



LOA TIP MONITORING

- When monitoring this activity, your role is to act as a resource: showing that you are available for students to ask questions, and also to prompt and encourage students who are finding it difficult to come up with ideas.
- Make sure that you monitor the stronger students too in order to help them extend their ideas and answers.

- c  In new pairs, students use their notes to help them tell their partners about the experience. Monitor and encourage where necessary. Note down mistakes to deal with later. Also listen for interesting stories. During class feedback, ask some students to retell their stories for the class. Vote on the most interesting story.



EXTRA ACTIVITY

Put students into small groups. Give each person in the group a sheet of paper. At the top of the sheet, they should write: *A frightening experience*. Students should write the first sentence of a new story about a frightening experience. Then they pass the paper on to the student on their right. That student then writes the second sentence of the story and passes the paper on. Students read the different stories aloud to their groups. They choose one to read to the class.

ADDITIONAL MATERIAL

- ▶ Workbook 6B
- ▶ Photocopiable activities: Grammar p.215, Vocabulary p.239

6C Everyday English

What do you think I should do?

OPTIONAL LEAD-IN

Books closed. Elicit or input *need / give advice*. In pairs, students brainstorm people or places you can go to if you need advice, e.g. parent, friend, partner, colleague, professional advisor, the Internet, advice phone line, advice service (often a charity). If students are happy to discuss the topic further, they can discuss the following questions in pairs: *If you have a problem, do you prefer to deal with it yourself or do you ask for advice?* Open books.

1 LISTENING

- a Put the words *money, work, relationships, car, clothes, health* on the board and ask students to tell their partner who they talk to when they have problems with these things. Take feedback as a class, e.g. *If I have a problem with a girlfriend/boyfriend, I talk to my best friend about it. If I have a problem at work, I might talk to my colleague.*
- b Ask students what they remember about Annie and Rachel from the video in 5C. (Annie was upset, Rachel decided to visit her.). Then ask them to look at the picture and say what they can see. Read the instructions and the question and ask for students' guesses about what the bad news might be. Put their ideas on the board.
- c 2.32 Play Part 1 of the video or play the audio recording for students to check their ideas.

Answers

Annie is going to lose her job.

Video/audioscript (Part 1)

- RACHEL Hi, Annie.
ANNIE Oh, hi Rachel. Thanks for coming.
R That's OK. Here, I brought you some flowers.
A Oh, thank you. They're lovely.
R Oh, that's OK. What's happened?
A It's work. My boss asked to see me this afternoon. And she told me I'm going to lose my job.
- R Oh, how awful! I'm really sorry to hear that. Did she say why?
A She just said the company's having problems.
R That's terrible.
A Yeah ... anyway, I'll make some tea.

2 CONVERSATION SKILLS

Showing sympathy

- a 2.32 Ask students what Rachel said when Annie told her the bad news. Put any phrases they can remember on the board. Then read through the phrases and see if any of these are on the board. Do students want to change add to the list? Play the recording again to check which phrases Rachel used. Tell students that when we use phrases like this, we are showing *sympathy*. Give or elicit the verb: *sympathise* (to understand and care about someone's problems) and adjective: *sympathetic* (showing that you understand and care about someone's problems). Ask when students last sympathised with someone. If appropriate, ask why.

Answers

1, 2, 4

At the end of this lesson, students will be able to:

- understand a conversation involving asking for and giving advice
- use phrases to show sympathy
- use word stress in sentences correctly
- ask for and give advice

- b Discuss the question as a class. Ask: *Are 'terrible' and 'awful' words that you use in very bad situations or not very serious situations?* Elicit that they are words used in very bad situations and therefore the other expressions are probably used for less serious problems.

Answers

a less serious situation



LOA TIP CONCEPT CHECKING

Give examples of some situations and check which phrase in each pair could be used with them, e.g. *My friend has got a bad cold. That's terrible. (no) / That's a shame. (yes)*

Someone stole my friend's car: How awful. (yes) / What a pity. (no)

My friend missed a good programme on TV: I'm sorry to hear that. (no) / What a pity. (yes)

- c 2.33 Play the recording for students to listen and repeat the phrases.
- d In pairs, students take turns to give bad news and respond with an appropriate phrase. Ask for examples in class feedback. (The second and fifth situations are probably the most serious.)

3 LISTENING

- a 2.34 Ask students in pairs to think about what advice they would give to Annie about the situation. Put their ideas on the board. Play Part 2 of the video or play the audio recording for them to see what advice Rachel gives about the different points. Check answers as a class.

Answers

- 1 Speak to her because maybe there'll be other jobs there.
- 2 Speak to them and ask them what they're doing.
- 3 Mark works in marketing; Annie and Rachel will speak to him about jobs.
- 4 It could be a good thing – the chance to do something new.

Video/audioscript

- RACHEL So, what happened when you talked to your boss? Did you ask when you're going to lose your job? Or if it's completely certain?
ANNIE No, I didn't say much. I was too upset.
R Of course you were.
A I didn't really ask anything. What do you think I should do?
R OK, well, I'd get all the details first.
A Right.
R So I think you should speak to your boss again. Maybe there'll be other jobs there.
- A I don't think that's a good idea. I don't know if I want to stay. Lots of people are unhappy there. And I don't think there are any other jobs anyway.
R OK, but I think it's a good idea to ask. You don't know what she'll say.
A I suppose so.
R And why don't you speak to some of the people you work with? Ask them what they're doing?
A Mmm, I don't think I should do that. My boss told me not to talk to anyone else. Because other

- people are going to lose their jobs too.
- R** Mmm. You work in marketing, right?
- A** Yeah.
- R** Well, Mark works in marketing, too. His company's often looking for new people.
- A** Really? Do you think I should speak to him about it?
- R** Definitely. I'll speak to him, too.
- A** OK. Great.
- R** And I wouldn't worry too much – changing jobs could be a good thing. You'll have the chance to do something new.
- A** Yeah – you're right.

- b** **2.34** Play the recording again for students to say which advice Annie disagrees with, and why.

Answers

- 2 She doesn't want to stay; she doesn't think there are any other jobs.
3 Her boss told her not to talk to anyone else.

- c** Discuss the questions as a class. Encourage students to give reasons for their opinions.

4 PRONUNCIATION Main stress

- a** **2.35** Ask students to look at the sentences and remember or guess which word in each sentence carried the most stress. Play the recording for students to underline the words.

Answers

- 1 when 2 other 3 marketing 4 Mark 5 good

- b** Discuss the question as a class.

Answers

- 3

- c** **2.35** Play the sentences again for students to listen and repeat. Remind students that stress can show which words in a sentence are important and helps the speaker get their message across and clarify meaning.

- d** In pairs, students practise the dialogues, making sure that they stress the underlined words.



FAST FINISHERS

Fast finishers can practise dialogues 1 and 4 again but this time substitute different details, e.g. 1 *A: We're going to see a film at 4pm. B: I know. But I don't know which film!* or 4 *A: I don't think it's a good time to buy a house. B: I'm not sure. I think there are lots of cheap houses now.*

5 USEFUL LANGUAGE

Asking for and giving advice

- a** **2.36** Tell students about a small problem you have and ask for their advice, e.g. *I can't send emails from my tablet/smartphone. What do you think I should do? Do you think I should ... ?* Then ask students to remember what you said to ask for advice and what phrases they used to give advice. Put the phrases on the board. Students listen and complete the phrases. Are the phrases the same as those on the board?

Answers

- 1 What 2 think 3 I'd 4 should 5 good idea 6 wouldn't

- b** Ask if students can remember how Annie responded to Rachel's advice. Look at the phrases in the exercise and ask which show that Annie doesn't agree. Model the phrases for students to repeat.

Answers

- 1, 3

- c** **2.37** Play the recording for students to listen and repeat.

- d** Students complete the dialogue individually. Check answers as a class. In pairs, students practise reading the dialogue. Monitor and draw students' attention to any sentence stress problems. Nominate a pair to read the dialogue for the class.

Answers

- 1 think 2 hear 3 worry 4 hope 5 should
6 Ask 7 that 8 idea 9 right

6 LISTENING

- a** **2.38** Tell the class that Annie is worried about Leo and elicit what she might be worried about. Play Part 3 of the video or play the audio recording for students to check their ideas and answer the questions. Check answers as a class.

Answers

- 1 Annie thinks Leo might not be interested in her any more.
2 He's probably busy.

Video/audioscript

- RACHEL** Is that everything, Annie?
Has something else happened?
- ANNIE** No, it's stupid ...
- R** Come on – you can tell me.
- A** Well, it's just – I called Leo to talk about my job but he didn't answer the phone. I sent him a text but he still hasn't replied.
- R** Don't worry. I'm sure he'll call you soon.
- A** Yeah. Maybe he's not interested in me any more. Oh, I don't know.
- R** Oh, you shouldn't worry. He's probably just busy at work!
- A** You're right, you're right.
- R** Everything will be fine. Call Mark tomorrow. I'll tell him what's happened when he comes home tonight.
- A** OK.
- R** And I'm sure Leo will ring you soon!
- A** Thanks, Rachel ... for your help.
- R** That's OK! That's what friends are for!

- b** Discuss the questions as a class. You can extend this by asking a further question: *Do you think friends should always tell each other the truth? Why / Why not?*



EXTRA ACTIVITY



Ask students what phrases the speakers said after these words:

No, it's stupid. [Come on – you can tell me.]

You're right, you're right. [Everything will be fine.]

Thanks, Rachel ... for your help. [That's OK! That's what friends are for!]


7 SPEAKING

- a Divide students into pairs and assign A and B roles. Students choose a problem from the cards, look at the questions and make some notes on what they want to say. Circulate and help with vocabulary as necessary.
- b  Student As tell their partners about their problems and Student Bs give advice. Monitor and correct students' pronunciation as appropriate and listen for correct use of the target language from this lesson. Check that students show sympathy when giving advice. Note any interesting points and discuss them with the class at this stage.
- c  Students swap roles and repeat the activity.



FAST FINISHERS

Fast finishers can describe the other two problems and ask for and give advice.

- d  Take feedback and ask for examples of advice students gave for the different problems. Check whether they thought their partner's advice was useful, and why / why not? Also ask if their partners showed sympathy and what phrases they used to do this.



EXTRA ACTIVITY

Divide the class into small groups. Students think of a problem they have had recently and write it down on a piece of paper with their name. (The problems can be imaginary.) Take the problems and give them to students in the other groups. They then write advice for the problems on the same paper. Return the problems and advice to the original students. Take feedback and ask students to read out the best advice to the class.

ADDITIONAL MATERIAL

- ▶ Workbook 6C
- ▶ Photocopiable activities: Pronunciation p.276
- ▶ Unit Progress Test
- ▶ Personalised online practice

6D Skills for Writing

I often worry about tests and exams



OPTIONAL LEAD-IN

Books closed. Write on the board: *doing exams, doing a presentation, learning English*. Ask students if they worry about these things. Students discuss in pairs. Encourage students to justify their answers as far as possible. Students share their ideas with the class. If anyone does not worry about these things, ask them to explain why not.

1 LISTENING AND SPEAKING

- a** Check that students understand the meaning of *presentation* (a short talk about a topic). Ask: *Where do people give presentations?* Elicit: *work, university, school*. Tell students to work in pairs. Students read the list of activities and decide if they are work or study related. Check answers.

Answers

1 B 2 B 3 W 4 W 5 B 6 S

- b** Elicit ideas about what problems people might have with the different situations. Encourage students to justify their answers by giving reasons for their ideas.
- c** **2.39** Tell students that they are going to listen to some people talking about problems with work and study. Read the first question with the class and emphasise that they are listening for the main problem. Then play the recording for them to complete the first row of the table. Pause after each speaker to give them time to note down their answers. Check answers as a class.

Answers

	Chloe	Bob	Marisa
What's the main problem?	(new) job	learning Polish	exams/not sleeping

- d** **2.39** Read through the last two questions. Play the recording again for students to complete the rest of the table. You may need to pause the recording after the information has been given. Students complete the exercise individually before comparing notes with a partner. Check answers as a class.

Answers

Chloe	Bob	Marisa
old boss left (a family problem) and gave her the job; hasn't had any training and doesn't feel ready to be a manager and make decisions	not very good at languages at school not the kind of person who can just listen to a language and learn it	exams/not sleeping didn't do very well in exams last year and was disappointed with results
stressed	excited at first, confused now	really tired
do something relaxing after work, like go for a walk on the beach	'Don't worry – when we go to Poland you'll really start to learn.'	take more breaks

At the end of this lesson, students will be able to:

- understand people talking about problems with work and study
- read and understand emails asking for and giving advice
- order ideas and give examples in written work
- write a message giving advice

Audioscript

CHLOE The problem is that I think about my job even in my free time.

I'm so busy during the day I don't have time to think and then when I get home I spend all my time thinking and worrying. You see, my old boss had to leave in a hurry – a family problem – and they gave me his job. But I haven't had any training and I don't feel ready to be a manager and make decisions. Friends tell me I should do something relaxing after work, like go for a walk on the beach. But I still can't stop thinking about meetings I've been to or meetings I will have to go to the next day. And all the reports I have to write! There's so much to do and I just feel so stressed.

BOB At first I was excited about doing something new. I've never done anything like this before. Well, I'm sorry to say I've stopped feeling excited, I'm just generally confused. I don't feel like I'm improving at all. The thing is my wife is Polish and I want to be able to speak to people in her family when we go to Poland. I wasn't very good at languages at school. I mean, I learnt a little bit of French and that was quite hard. But I find Polish really difficult. My wife says 'don't worry – when we go to Poland you'll really start to learn'. But, to be honest, I'm not so sure. I don't think I'm the kind of person who can just listen to a language and learn it.

MARISA I feel really tired, because I haven't been sleeping well for the past week. I stay up late most nights and drink coffee to stay awake. I read the books on my booklist and the notes I've made during the year again and again. And I test myself all the time to help me remember information. My parents tell me I should take more breaks. They forget that I didn't do very well in my exams last year and I was very disappointed with my results. I really want to do well this year, so I need to do all this work. So, I think I'm just going to have to continue like this until I'm sure that I can remember everything.



EXTRA ACTIVITY

Ask students some more detailed questions: *What do Chloe and Marisa do because of the problems?* (Chloe doesn't have time to think / spends time thinking and worrying.) (Marisa doesn't sleep well / stays up late / drinks coffee / tests herself.) *Why is Bob learning Polish?* (His wife is Polish and he wants to be able to talk to her friends and family in Poland.)

- e** Students think of advice to give the three people. Go through the example with the class and elicit some more advice before they start. Conduct feedback and ask for ideas from students. Which advice does the class think is best?

2 READING

- a** Ask students if they often post comments on forums or websites and if so, which kind. Tell them that an English teacher called Eliza encourages her students to write messages asking for and giving advice on a *wiki*. Elicit that a *wiki* is a web application that allows people to contribute to the content at any time. Ask: *Is this a good idea? Why / Why not?* Ask students to read Sevim's message and say what he wants help with.

Answers

speaking (English)

- b** In pairs, students talk about what they would advise Sevim to do. Ask students to share their ideas with the class and put some ideas on the board. Students read Eliza's reply to compare with their ideas. Ask how many suggestions she makes and what the suggestions are.

Answers

5 1 don't worry about making mistakes; 2 remember that the only way to learn to speak a second language is by speaking; 3 try practising new vocabulary and grammar we learn in class by repeating it at home; 4 think about extra speaking practice outside the classroom; 5 practise speaking online

- c** Ask students to read Eliza's reply again and do the task. Check answers as a class.

Answers

- 1 F Eliza felt embarrassed about speaking Turkish.
- 2 F Eliza thinks language learners shouldn't worry about making mistakes.
- 3 T
- 4 F The chat groups at the study centre are free to join.
- 5 T

3 WRITING SKILLS

Linking: ordering ideas and giving examples

- a** Ask students to look at, but not read, Eliza's reply again and say how the reply is organised. (It's divided into clear paragraphs. The first is a short introduction, then there are three paragraphs that are quite long – these have information in them. The last is very short and finishes off the message politely.) Ask students to cover the message. Put the first words of each paragraph on the board to show how the information is introduced and elicit what follows.

Thanks ... (for the message)

I remember ... (personal information about learning)

First of all ... (initial advice)

Next ... (continued advice)

I hope ... (general wish)

Point out the importance of ordering information clearly so that the reader knows what to expect. Look at the underlined example with students and ask them to underline three more words used in the reply to order the information. Check answers as a class.

Answers

Secondly, Next, Finally

- b** Students read the advice on studying vocabulary and insert the words and phrases. Check answers as a class.

Answers

First of all, Secondly, Next, Finally

- c** Give instructions for the next activity. Say: *First of all, I want you to read the text in 2b again. Secondly, I want you to notice the expressions that Eliza uses to give examples. Next, I'd like you to cover the text. Finally, I'd like you to complete the sentences.* Ask students if they can repeat the instructions you have just given them. Then they do the task. Check answers as a class.

Answers

1 For example 2 such as 3 For instance

- d** Students match the sentence halves. Check answers and ask how useful this advice is, and why.

Answers

1 c 2 a 3 b



EXTRA ACTIVITY

Put students in pairs. Tell them to think of something they know how to do that their partner doesn't, e.g. a hobby, a sport or a game. They then tell their partner about this using the phrases for ordering and giving some examples, e.g. *I play a word game called Scrabble. First of all, you choose seven letters. Next, ...* Take feedback and ask for instructions and examples from some of the talks.

4 WRITING

- a** Tell students that Sevim also wants to improve her writing and they are going to write a message giving some advice to her. In pairs, students read the ideas and add three more to the list. Check ideas in feedback and write some of them on the board.
- b** Students work in pairs to write the message to Sevim. Remind them to plan the message by grouping their ideas into paragraphs and to use phrases from this lesson to order ideas and give examples.
- c** Put students into groups of four to compare their messages and decide if the ideas are ordered clearly and whether there are examples. Take feedback and ask some students from the different groups to read out their messages for the class. Discuss whose advice is the best.



LOA TIP REVIEW AND REFLECT

Close books. In pairs, students discuss which new linking phrases they learnt in this lesson or which linking phrases they will try to use again in their writing.



FAST FINISHERS

Fast finishers can write a message to give advice about improving a student's listening skills. Check these during feedback, too.

ADDITIONAL MATERIAL

▶ Workbook 6D

UNIT 6

Review and extension

1 GRAMMAR

- a** Students complete the exchanges. Check answers as a class.

Answers

1 shouldn't 2 should 3 shouldn't
4 should 5 should 6 should

- b** Students change the advice in 1a into imperatives. Look at the example together. Check answers as a class.

Answers

1 Don't drink coffee in the afternoon.
2 Tidy it at the end of every day.
3 Don't watch more than two hours a day.
4 Try to walk for ten minutes every day.
5 Don't buy so many clothes.
6 Join a club or a sports team.

- c** Students do the exercise individually. Before they begin, remind them to think about whether the verb should be the infinitive with or without *to*. Check answers as a class.

Answers

1 do 2 to find 3 to go 4 learn 5 to meet 6 to drive

- d**  Students ask and answer the questions in 1c in pairs.

2 VOCABULARY

- a** Students complete the sentences with the correct forms of the verbs. Check answers together.

Answers

1 concentrate 2 arrive 3 asked
4 borrowed 5 spent 6 deal

- b** Students choose the correct alternatives to complete the sentences. Check answers as a class.

Answers

1 relaxed 2 shocking 3 tiring
4 amazing 5 annoying 6 embarrassed



EXTRA ACTIVITY

Ask students to change the sentences to use the other form of the adjective. (1 My holiday was very relaxing. 2 I was shocked by the news. 3 I was tired after a long day. 4 I was amazed by the things I did and saw in the city. 5 I'm annoyed when I have to queue. 6 It was embarrassing when I fell over.)

- c**  Ask students to tell the class when the situations in 2b have been true for them.

3 WORDPOWER verb + *to*

- a** Books closed. Write these verbs on the board: *lend, explain, pay, write, sell, read, describe, bring*. Ask students to think about what they all have in common. Tell them that if they think of a couple of examples using the verbs, it will help them to answer the question. (They can all be followed by object + *to*, e.g. *I lent my dictionary to my friend*.) Students match sentences 1–2 with the replies a–b. Check answers as a class.

Answers

1 b 2 a

- b** Elicit which verb + *to* combination is related to giving and which to communicating. Check answers as a class.

Answers

giving: lend to
communicating: explain to

- c** Tell students to add the verb + *to* combinations to the table. Check answers together.

Answers

communicating: explain to / write to / read to / describe to
giving: lend to / pay to / sell to / bring to

- d** Students answer the question together.

Answer

2

- e** Ask students to put *to* in the correct place in the sentences. Students compare answers with a partner.

Answers

1 They sold their house to some friends ...
2 When Steve described his holiday to his friends ...
3 Please bring something to drink to the party.
4 I read the joke to my friend ...
5 Tara lent an umbrella to her neighbour ...
6 Did you write the letter to the bank ...
7 I explained the problem to the company ...
8 I paid the money for my course to the school ...

- f** Students write five sentences about their lives using the verbs from the table. Students compare answers in pairs. Ask students to share some of their sentences with the class.



EXTRA ACTIVITY

In pairs, students write three more sentences using the verbs from the table and then jumble the words. Students give their sentences to another pair who put them in order.



EXTRA ACTIVITY

Ask students what advice they can give other students after studying this unit. List the ideas on the board, e.g. *You should always learn a verb with its preposition. You should use the infinitive + to after certain adjectives.*

 Photocopiable activities: Wordpower p.257



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.