



LEARNING OBJECTIVES

- ◆ **READING:** to read teenagers' letters and an agony aunt's answers that contain the communicative function of asking for and offering advice, consider the importance of teen issues, include a variety of connectors and introductory expressions, and
 - identify main ideas by choosing a title for the text.
 - find specific information by answering questions.
 - match information by relating letters and replies.
 - discriminate between correct and incorrect information by correcting wrong information.
- ◆ **WRITING:** to write a letter of advice that contains the introductory expressions studied and follows the correct pattern of a letter.
- ◆ **LISTENING:** to listen to a television programme that contains the communicative function of expressing conditions and reflects the acceptance of and respect for different opinions, and
 - identify speakers by choosing the right names.
 - discriminate between correct and incorrect information by choosing the right word.
 - find specific information by answering questions.
- ◆ **SPEAKING:** to role play a television programme using expressions learnt, correct pronunciation, and the correct structures in order to narrate an event.

ADVICE AND SUPPORT

GETTING INTO THE UNIT

1 In your opinion, which of these issues are most frequently discussed by Chilean teenagers? In your group, discuss and rank them from the least to the most serious.

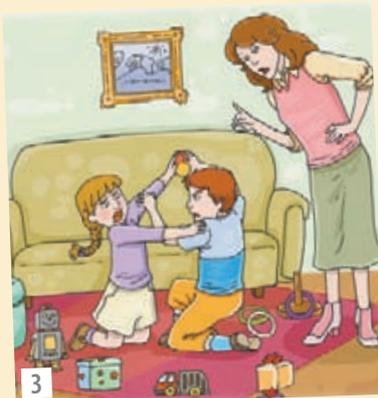
- | | |
|---|-------------------------------|
| a. Being bullied or discriminated against | e. Boyfriends and girlfriends |
| b. Communication with parents | f. Drugs and alcohol |
| c. Fashion and clothes | g. Health and nutrition |
| d. Internet safety | h. Plans for the future |



2 Where do you normally look for **advice** and support? Name four other alternatives.

Examples: *I talk to my friends.*
I write letters to newspapers.

3 Match these pictures (1 – 4) with the comments in the bubbles (a – d).



a That looks heavy. Why don't you take some things out?

b Why don't you share the toy instead of fighting?

c According to my wife, I'm wearing the wrong size clothes.

d I think that we should pay more attention to protecting the Earth.

4 Which of the comments in Exercise 3 express a personal opinion, a piece of advice, and a suggestion?

Advice: (noun) an opinion or a suggestion about what sb should do in a particular situation.

GETTING READY FOR THE UNIT

Before starting this unit, you need to know:

- characteristics of different types of sentences.
- how to find main idea(s) in written texts.
- how to use some connectors.
- Talk and write about habits and routines.
- Talk and write about future events.
- how to identify number of speakers in an oral text.
- how to adapt and role play a dialogue.



1 Study these definitions and examples of three types of sentences.

a. A **simple** sentence has a subject and a verb.

Examples: *After school, James played football.*

The young girl sprinted after the scruffy cat.

The kettle boiled.

b. A **compound** sentence is made when you join together two main clauses using a connector: *for, and, nor, but, or, yet, so.*

I love grapes. I don't like bananas. → I love grapes, but I don't like bananas.

c. A **complex** sentence is formed when you join a main clause and a subordinate clause using a subordinator: *because, since, after, although, when* or a relative pronoun: *that, who, which.*

If you are hungry, I will make you an omelette.

Main clause: *it has a noun and a verb, and it makes sense on its own.*

Subordinate clause: *It has a noun and a verb, but it doesn't make sense on its own.*

2 Identify which of these are simple (S), which are compound (Cd), and which are complex (Cx) sentences. Compare and discuss your answers with a partner.

- a.**
- _____ You should follow my advice.
 - _____ They followed my advice, but they did not pass the exam.
 - _____ If you follow my advice, you will pass the exam.
- b.**
- _____ Greg and Barb went to the movies after they finished studying.
 - _____ Greg and Barb started to study as soon as they got home.
 - _____ When they got home, Greg and Barb revised for the test again.

- c.**
- _____ I will give John your message when I see him next.
 - _____ I will see John on Monday.
 - _____ I will see John on Monday or I will write him an e-mail.
- d.**
- _____ The bridge was designed by a Greek firm and constructed by a French one.
 - _____ The bridge wasn't properly built by the construction company.
 - _____ The bridge fell down because it was not properly built.

3 Read the sets of sentences (a – d) in Exercise 2. Match each set with one of these main ideas.

- a.** Someone is offering advice to get better exam results.
- b.** Someone is offering to carry a message.
- c.** There has been a construction problem.
- d.** Two kids combine work and fun.

4 Look at the jumble of different words and circle all the connectors we can use to join main clauses to form compound sentences.

and as because
but similar hello
incredible never so
while working yellow



5 Work in pairs. Use *and*, *because*, *but* to join the simple sentences that describe these pictures. Read the new sentences to your partner and then check with your teacher.



a. The ice-cream will melt. It is terribly hot.



b. Susan went to the supermarket. Susan also visited the library.



c. Victor can roller-blade. Victor is not a good cyclist.



6 Analyse the sentences in the table below. Which of them express the Future (**F**) and which of them express the Present (**P**)? Compare your answers with another student.

a. I find it hard to study arithmetic.	
b. Jenna will plant rose bushes and gardenias.	
c. Paul always looks tired and upset.	
d. They spend their evenings working at the computer.	
e. We will move to a bigger house next year.	
f. Will you have an ice cream or a soda?	

7 Listen to the recording in Lesson 2 of this unit. How many speakers can you identify?

8 In your notebook, match the corresponding parts from **A** and **B** to form dialogues.

A	B
a. Do you think red suits me?	i. Yes, it looks just the right size.
b. Is this the right size for me?	ii. Yes, it goes very well with your complexion.
c. Which T-shirt do you think I should buy?	iii. Mm, probably thinner lines will make you look taller.
d. Will this print make me look shorter?	iv. In my opinion, the red one looks great.

9 Work with a partner and create a dialogue, using some of the useful expressions from the box. Follow the model in Exercise 8. Practise and role play the dialogues in front of the class.

Useful expressions

Do you think ... suits me?
 It looks great!
 In my opinion, it looks just ...
 Probably ... will make you look ...
 Will ... make look ...?
 Which ...?
 Is this ...?



BEFORE YOU READ

- 1** Talk about these statements in your group. Which one(s) do you most agree / disagree with?
- a. Generally, people write to newspapers about silly problems.
 - b. It is right / wrong to ask strangers for advice.
 - c. Only older people can give me advice I can trust.
 - d. Only my friends can give me advice I can trust.

Reading target strategy

Skimming
Before reading skim the text and try to get an idea of what it is about. This will help you understand it better.

- 2** Look at the titles of letters written to a newspaper agony aunt. What do you think the letters are about?
- a. Computer addiction.
 - b. My parents don't get my style.
 - c. Too much food when depressed.
 - d. Friendship or love?



- 3** Which of the following words look or sound similar in Spanish? What do they mean?

• blouse • habits • physical • pickles • recently • recommend • style • terrible

- 4** There are several time expressions **highlighted** in the texts, such as *a few hours a day*. Find them and classify them in the table below under the correct heading. Copy and complete the table in your notebook.

Referring to repeated actions	Referring to one action

- 5** Examine the words in **bold** in the letters on Page 11. What do they mean?

WHILE YOU READ

- 6** Read the letters (I – IV). Choose from the titles in Exercise 2 (a – d) the one that best describes each letter.

Reading target strategy

Getting the main idea
First, try to get a general idea of the text. Then, you can pay attention to details.

The Newbury Reporter

LETTERS TO AUNT ANNE

January 20, 2011

I. Dear Anne,

I really need your help. At the beginning of this school year, a new boy came to my school. He was shy and didn't feel happy, **so** I talked to him and asked him to sit next to me.

Since then, we have become very good friends. **Several times a week**, we do homework together and visit each other, and **at the weekend** we go to the cinema or to parties together, **but** a few weeks ago I noticed that my feelings for him were changing. I now think that what started off as friendship has become more than that. Now, I like him more and more; **however**, I can't really tell if he feels the same way. I don't know for certain if it's OK to tell him about my feelings. What can you recommend?



II. Dear Anne,

Since I was a child I have never been good at physical exercise. I only took part in activities as long as they were intellectual things such as reading or listening to music. **Last year**, I got a new computer for Christmas. **Although** at first I only used it a few hours a day, after a few weeks things got out of hand. I started chatting with people from other cities and now I chat 6 or even 10 hours a day. I can be connected to the Internet the whole night. I have stopped going out **because** I spend all my free time chatting and surfing. I am sure it is not healthy and **besides**, my parents get really annoyed with me. What can I do?



III. Dear Anne,

Until some time ago I believed that I was a normal 16-year-old with normal hobbies and interests. I go to the gym **twice a week**, get good and bad grades at school, just like any other kid, and I love going to the mall with my friends to shop for clothes.

However, I have recently noticed that when I get sad or depressed I start eating. I'll eat anything, **provided that** it is sweet: chocolate, jam, biscuits, jelly beans, and even sugar! **Once**, I ate a whole tub of vanilla ice-cream! I feel terrible every time I binge and then I get even more depressed.

In the last few weeks, I've noticed that it happens more and more often, and **because** I eat so much, my dresses and my school skirt don't fit me any more. I know it's not right, I'm really worried and I don't know what to do.



IV. Dear Anne,

I decided to write to you **because** my parents and I are having serious problems about the clothes I wear. Until last year, I dressed in the clothes my mother bought for me, but then I started wearing **baggy** trousers, heavy boots, and sweatshirts, which my parents hate. I also decided to cut my hair really short and my dad nearly had a fit! He says that when he looks at me he's not certain if he's looking at a boy or a girl! When I want to go out with friends, my father says I can't because I'm not wearing the proper clothes! I love my parents very much, **so** I don't want to make them sad or upset. I'm a good student and I usually listen to my parents, **but** I feel that they just don't understand my style.



Taken from: ECC files

Baggy: (adj.) fitting loosely, not tight.



Useful expressions

I think you should...
The best way to...
I would recommend...
How about...?
I believe you have...
The only way you...
Why don't you...?
You could...
From my point of view...
If you ask me...
I'm not sure, but...



- 7 Read the letters again and answer these questions orally. Work with a partner.
- What activities do the kids in Letter **I** do together?
 - How long does the writer of Letter **II** spend chatting on the Internet?
 - What indicates that the writer of Letter **III** had normal hobbies and interests?
 - What kind of clothes does the writer of Letter **IV** wear now?
- 8 Read parts of the answers Anne has written to her readers (**a – d**) and match them with the letters on Page 11 (**I – IV**).

a

Dear Reader,

I think you should see a doctor. Mood swings in teenagers can be dangerous, therefore, a visit to a psychologist can help to determine the cause of your depression. Don't wait any longer and get some professional help immediately.

b

Dear Reader,

Only you can tell what your feelings are. **I believe you have two options:** you can suffer in silence and wonder what your friend feels about you or talk to him and tell him how you feel. Although he might tell you that he just wants to be friends, it is also possible that he wants something more than friendship.

c

Dear Reader,

The best way to cure what you think is an addiction is to look for alternative activities. I don't know how close you are to your friends, but **I would recommend** you spend more time with them. And **how about** some easy physical activity such as walking?

d

Dear Reader,

The only way you can solve your problem is talking to your parents. State your point of view without anger or violence. **Why don't you** tell your parents that when they were young they also had their own style which their parents probably didn't understand?

- 9 Read the letters on Page 11 once more and correct these false statements.
- The writer of Letter **I** doesn't see this boy very often.
 - The writer of Letter **II** goes out very often.
 - The writer of Letter **III** feels happy when she eats things from the fridge.
 - The writer of Letter **IV** wears the clothes her parents like.