

# MODULE 6 Problems

## Unit 1

If I start after dinner,  
I'll finish it before  
I go to bed.

### Listening and vocabulary

#### Preparation

- Introduce the topic of problems by asking students to work with a partner and brainstorm the types of problem that teenagers have most frequently. Point out that they do not need to talk about their own problems, but about teenagers in general.
- Compare ideas as a class and write the types of problem on the board.
- Put pairs together to form small groups and ask them to try to put the problems into a) order of frequency and then b) order of seriousness.
- Discuss as a class.
- As a class, discuss what teenagers can do to try to solve their problems and who they can get help from.

Possible types of problem: studies, parents, weight/eating (too much or too little), lifestyle (bad diet, no exercise, not enough sleep and so on), friends and so on.

#### 1. Listen and decide what Tony's problem is. Use the words in the box to help you.

- Ask students to read the words in the box and check meaning.
- Tell them to read the three descriptions of Tony's problem and, using the words in the box as clues, decide with their desk partner which of the problems they think Tony has.
- Play the recording for students to listen to and choose the correct answer.
- Check the answer as a class.

#### Answer

a

#### Tapescript

**Dad:** What's that music?  
**Mum:** It's Tony. He's playing the guitar.  
**Dad:** He spends a lot of time playing the guitar. Has he done his homework?  
**Mum:** Probably not. But all his friends are learning to play an instrument. He wants to play with them.  
**Dad:** Hmm, I don't want to stop him enjoying music, but he's got to study as well. If he doesn't work hard, he'll fail his exams.  
**Mum:** Let's make a deal with him. We'll pay for guitar lessons if he works hard at school.  
**Dad:** OK, that's a good idea.

#### 2. Listen again and check (✓) the true sentences.

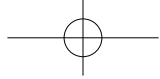
- Tell students to read the sentences. Check understanding, and then play the recording.
- Students listen and tick the true sentences.
- Check answers as a class.

#### Answers

1. ✓                      5. ✓

#### 3. Listen and read.

- Before students listen or read, ask them to cover the conversation. Tell them they are going to hear the conversation between Tony and his father regarding his playing the guitar and his homework.
- Ask them to predict how the conversation is going to go and what kind of agreement, if any, Tony and his father will come to.
- Elicit ideas and write them on the board.
- Still with their books covered, play the recording for students to listen to and check their predictions.
- Compare ideas as a class.



**Now work in groups. Discuss what the problem is between Tony and his father. Give your advice.**

- Tell students to read the conversation and decide what the exact problem is between Tony and his father.
- Put students into groups of three or four and tell them to close their books. Ask students to discuss Tony's problem and decide what the main details are.
- Compare ideas as a class, then ask students to keep working in their groups and think of a solution to the problem.
- Tell students to discuss in groups, then discuss as a class.

### Everyday English

- Ask students to find the expressions in the conversation and check meaning.
- Tell students to work with their desk partner and write four three-line conversations including the expressions (one in each conversation), which they can then refer to as model conversation to help them remember the expressions.
- Invite pairs to act out their conversations.

For example:

A: I didn't win the poetry competition; I was the fifth.

B: That's a shame.

A: Yes, but next year I'll write a better poem.

A: Mum, if I make you a cup of tea, will you lend me your computer?

B: Sorry, no deal. I'm working.

A: Could I use it later?

A: I hate this homework! It's too difficult!

B: You mean you don't want to finish it?

A: I have to finish it. But it's very confusing.

A: Hey, that's Dad's mobile phone! You can't play your music on that!

B: But all my friends have got a mobile phone — I want one so that I can listen to my music too.

A: That's not the point. You didn't ask Dad if you could borrow it. He'll be angry.

### 4. Choose the correct answer.

- Tell students to read the questions and choose the correct answers from memory.

- Ask students to check their answers by reading the conversation again, or by listening to the recording.

- Check answers as a class.

### Answers

1. a      2. c      3. c

### 5. Complete the passage with the words in the box.

- Check that students know the meaning of the words in the box.

- Ask students to complete the passage with the words. They do not need to change the form of the words.

- Check answers as a class.

### Answers

1. community      2. knowledge      3. shame  
4. consider      5. habit      6. instead

### Pronunciation and speaking

### 6. Listen and mark the pauses.

- Play the recording for students to listen to and mark the pauses. Play twice if necessary.

- Compare answers as a class.

### Now listen again and repeat.

- Play the recording again for students to listen again and repeat.

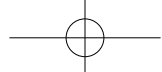
- Invite a few students to say the sentences for the class.

### Answers

1. If I start after dinner, / I'll finish it before I go to bed.
2. If you start now, / you'll finish it before dinner.
3. If you do all these other things / instead of your homework, / you won't have time to study.

### 7. Work in pairs. Talk about the problems you have with:

- Tell students they are going to talk to a partner about their problems but that they do not need to talk about their real problems. They can make some



problems up.

- Give students time to think of a problem related to schoolwork and a problem related to parents, and take notes or ask for vocabulary, if they need to.
- Put students in pairs to take turns asking and answering questions about their problems. Tell them to start like this:  
A: Are you OK?  
B: No, not really. I've got a terrible problem with...  
A: Oh no! What's the matter?  
B: ...
- Invite pairs to act out their conversations.
- Write their problems on the board.

#### Now talk about solutions.

- Draw students' attention to the model sentence "If... will...".
- Students speak together and think of as many solutions for the problems on the board as possible.
- Discuss the problems and solutions as a class.

#### Note

It is important that students do not feel they have to share their real problems with a classmate, as they may not be comfortable talking about personal matters, regardless of the language they are speaking in. Encourage them to use their imaginations and a sense of fun to invent problems that will produce interesting or amusing solutions.

## Unit 2

If you tell him the truth  
now, you will show that  
you are honest.

#### Reading and vocabulary

#### 1. Look at the letter and the reply in Activity 2. Decide where they come from.

- Ask students about the four text types mentioned,

and whether those text types normally feature letters.

- Tell them to scan the text and look for any clues as to the text type (*New Standard Magazine* is mentioned before the letters appear).
- Elicit the correct answer from the class.

#### Answer

b

#### 2. Read the letter and the reply. Choose the best summary of Steve's problem.

- Tell students to read the letter and the reply, and choose the correct summary.
- Check the answer as a class.
- As a class, discuss what Steve did and what you think of it. What do you think of Steve? What advice would you give him for the future?

#### Answer

c

#### 3. Complete the advice to Steve.

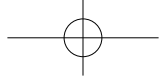
- Ask students to read and complete the sentences. Remind them that "should" is often used when we give advice.
- Compare answers as a class.

#### Answers

1. play games on his father's computer
2. he is honest
3. tell the truth; the bill
4. pocket money; he is really sorry

#### 4. Complete the passage with the words in the box.

- Tell students to read the words in the box and find them in Steve's letter or Diana's reply.
- Ask them to tell you the meaning of the words, using the context to help if necessary.
- Ask students to complete the passage using the words in the box.
- Check answers as a class.



### Answers

- |           |          |           |
|-----------|----------|-----------|
| 1. truth  | 2. least | 3. honest |
| 4. repair | 5. bill  | 6. reason |

### Learning to learn

- Read the tip as a class.
- Refer students to Module 5 and tell them to find at least four sentences with “If”.
- Elicit the sentences they have found and write them on the board.
- Ask students to look for at least four sentences with “If” in Module 6. Elicit and write on the board.
- Put students in pairs and give them three minutes to look at the sentences and decide what the differences are. Tell them to think about the forms of the words in the sentences and the situations they describe.
- Discuss the differences as a class.

### Writing

#### 5. Look at the letter by Steve in Activity 2. Find:

- Tell students to read the instructions and look for sentences.
- Students check their sentences with their desk partner.
- Compare as a class.

### Possible answers

1. In Paragraphs 1 and 2: Last week, my friend David came round with a new computer game and asked to play it on my dad’s computer. Well, while my dad was out, we decided to try out David’s game. We copied it to the computer, and after we finished playing, we took it off the computer.
2. In Paragraph 2: However, when I started the computer again to check if everything was OK, some of my dad’s documents were missing.
3. In Paragraphs 2 and 3: Then, when my dad used the computer last night... He could no longer find the documents anywhere! They were very important. I did not tell him about the computer game because I did not want him to be angry with me.
4. In Paragraph 3: Should I tell him about the computer game? Should I pay to repair it?

#### 6. Think of a problem. Write a short letter to Diana about the problem. Use the steps in Activity 5 to help you.

- Tell students to think of a problem. If they wish, they can choose one of the problems they invented in Unit 1.
- Using the steps in Activity 5, students think of and organise the information they want to include in their letter and write it down in note form.
- When they are happy with the story of their problem, they write their letter. Remind them to write a question or two at the end of their letter, asking for specific advice.
- Monitor and help as needed.

### Possible answer

Dear Diana,

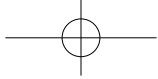
Last week, we had a history exam at school but I didn’t study for it. I was really worried, because if I fail exams, my parents get angry with me. In the exam, I was sitting very near Tom and I realised I could see his answers. So I copied them. I knew it was wrong to cheat, but I didn’t want to fail the exam.

Yesterday, when our teacher gave us our results, she gave Tom zero marks because she thought he had copied from me.

I’m worried that if I tell the teacher the truth, she’ll give me zero marks, and my parents will be very angry. What should I do? Should I tell my parents first? Should I tell the teacher?

#### 7. Work in pairs. Read each other’s problem letter. Suppose you are Diana and write a reply. Give your advice.

- Collect the letters from half the students — these are Students A — and put their letters on a table or desk called Table B. Collect the letters from the other half of the students — these are Students B — and put their letters on another table or desk called Table A. Tell Students A to go to Table A, and Students B to go to Table B.
- Ask students to read all the problem letters on their table and think about possible solutions.
- Tell students to discuss possible solutions for the problems in the letters on their table.



- Tell each student to take a letter from their table and write a reply giving advice. Remind them to use sentences with “should” and sentences with “If..., ... will...” to express advice.
- Ask students to look at the end of Diana’s reply and tell you what form she uses (imperative: play football with David). Tell students to think of a similar type of sentence to end their reply.

### Possible answer

Dear (name),

I’m afraid you’ve done something rather serious. Cheating is very bad by itself, but in this case it is worse because by cheating you caused Tom to fail his exam. I understand that you are afraid of making your parents angry, but you must remember that Tom has parents too!

I advise you to tell your teacher immediately, and tell your parents afterwards. You should also apologise sincerely and promise not to cheat ever again. You cannot avoid punishment, but you can try to regain the trust of your parents, your teacher and your classmates.

I know this advice is difficult to accept, but you must be strong and do the right thing. You will feel much better in the long run.

Yours,  
Diana

### Extension

- Mix up the replies to the letters on Table A and leave them in a pile on the table. Mix up the replies to the letters on Table B and leave them in a pile on Table B. Students A go to Table B. Students B go to Table A.
- Tell students to read the replies and, working as a group, match them to the letters.

## Unit 3

### Language in use

#### Language practice

- Read the sentences as a class. Ask students to

tell you which sentences have a comma in the middle and which doesn’t. Ask them to notice the difference in the order of the words in different sentences. Discuss as a class. (When “if” is in the middle of the sentence, there is no comma.)

#### 1. Rewrite the sentences with *if*.

- Look at the example sentence as a class, then, if necessary, do Sentence 1 together.
- Put students in pairs to rewrite the sentences. Remind them to make sure that the meaning does not change.
- Elicit answers from individual pairs and check answers as a class.

### Answers

1. If you do not eat breakfast, you will get hungry at school. / You will get hungry at school if you do not eat breakfast.
2. If you do not hurry up, you will be late. / You will be late if you do not hurry up.
3. If you read the book carefully, you will not make mistakes. / You will not make mistakes if you read the book carefully.
4. If you watch too much TV, your eyes will hurt. / Your eyes will hurt if you watch too much TV.
5. If you work harder, you will get higher marks. / You will get higher marks if you work harder.

#### 2. Think of three problems you have in your schoolwork. Make notes about them in the *Problem boxes*.

- Tell students to think of or make up three problems that they have with their schoolwork and write notes in the boxes.

#### Now work in pairs. Talk about your problems and give advice to each other. Complete the table.

- Put students in pairs to take turns talking about their problems and giving advice. Remind them to use “If..., ... will/won’t...” in their advice.
- When they have finished speaking, tell students to complete the rest of the table with their partner’s advice.
- Ask individual pairs to report back to the class about their problems and suggested solutions.





### 3. Complete the sentences so that they are true for you.

- Tell students to read and complete the sentences with their own ideas.
- When they have finished, allow them to compare answers with their desk partner.
- Compare answers as a class.

#### Possible answers

1. I will be really happy if I pass all my exams.
2. I will do well in English if I practise a lot at home.
3. My parents will be angry if I don't find my mobile phone.
4. If it rains next Saturday, I will stay at home and watch a film on TV.

### 4. Complete the conversation with the correct form of the words and expression in the box.

- Give students one minute to read the conversation and tell you what it is about.
- Students read the words and expression in the box and check meaning, then use them in their correct form to complete the conversation.
- Students compare their answers in pairs before checking as a class.
- Ask students to read the completed conversation and tell you if they agree with the advice. Ask them why or why not? Discuss as a class.

#### Answers

- |             |                 |
|-------------|-----------------|
| 1. terrible | 2. pocket money |
| 3. problem  | 4. refused      |
| 5. wore     | 6. repair       |
| 7. truth    | 8. honest       |

### 5. Complete the passages with the correct form of the expressions in the box.

- Tell students to read the expressions in the box and check meaning, then use the expressions to complete Mary's problem letter and Diana's reply.
- Check answers as a class.

#### Answers

- |                   |                |
|-------------------|----------------|
| 1. are angry with | 2. am proud of |
| 3. at the end of  | 4. listen to   |

### 6. Read the problems and give your advice.

- Tell students they are going to read a problem letter and decide on good advice with a partner.
- When they have read the problems, put students in pairs to discuss the problems and check that they understand them.
- Working with their partners, students write advice for each of the problems.
- Put pairs together to form groups of six. Tell students to read their advice to each other and choose one piece of advice for each problem to represent the group.
- Each group reads out the advice they have chosen for each problem.
- Take a class vote on the best piece of advice for each of the three problems. If students know that their work might be voted the best in the class, they will be motivated to make more effort at the writing stage.

### 7. Listen to the conversation and answer the questions.

- Tell students to read the questions and guess what the girl's problem is.
- Play the recording for students to listen to and tell you if their guess was correct.
- Tell students to answer the questions from memory, then play the recording again for them to check their answers.
- Check answers as a class.

#### Answers

1. She finds it difficult to get to sleep at night.
2. Yes, it is.
3. The doctor advises the girl to take enough exercise, eat healthy food and find ways to relax before she goes to bed.
4. The doctor advises the girl not to eat too much sugar, watch TV or play on the computer before she goes to bed.



### Tapescript

**Doctor:** How can I help you?

**Girl:** Well, I find it very difficult to get to sleep at night. I go to bed late and I'm usually tired, but then I stay awake for hours.

**Doctor:** I see. Don't worry. This is a problem that a lot of teenagers have, because your minds are very active.

**Girl:** The problem is I fall asleep very late, and in the morning when I have to get up and go to school, I'm too tired!

**Doctor:** Yes, that's a problem. And you do need enough sleep when you're still growing.

**Girl:** What do you suggest?

**Doctor:** Make sure you take enough exercise and eat healthy food. And find ways to relax before you go to bed. For example, have a hot shower and a warm drink.

**Girl:** Is there anything that I shouldn't do?

**Doctor:** Well, too much sugar will keep you awake. Don't watch television or play on the computer before you go to bed. These will keep your mind active. And another thing — it's important to go to bed early at the same time every night.

**Girl:** Thanks. I'll take your advice and try.

**Doctor:** Good luck!

### Around the world

- Tell students to read the passage and write three questions about the information in the passage for a partner to answer. For example:

How long ago did advice columns start?

Why are online advice websites and blogs more popular?

Why do people not want to reveal their identity?

- Students close their books and, with a partner, take it in turns to ask and answer their questions from memory.
- Ask students if they know of any advice columns or online advice websites, or if they know anyone who has used one.
- Ask students if they think it is better to ask a person you don't know or don't know well for advice when you have a personal problem, or to ask a member of your family or a friend. Discuss as a class. Tell them to justify their opinions.

### Culture box: *Agony Aunt*

In the past, when advice columns were common in newspapers and magazines, they were personalised in the form of a reply from an advice giver, usually thought of as an older and wiser woman. This is where the old term “agony aunt” comes from (the person with the problem has the “agony”, while the “aunt” supplies the answer to the problem). Whilst some agony aunts for individual publications were real individuals, others were teams of different people: it was possible for the original “aunt” to quit her job or even pass away, but for “her” advice column to continue under its original name. The Internet has now largely replaced the agony aunt advice system, and people who write asking for advice on the Internet will usually receive advice from their peers instead of a nominal individual.

### Module task: Writing a problem page for a magazine

#### 8. Work in pairs. Write a letter about a problem.

- Put students in pairs. Ask them to think of a problem they have (they could make it up) and write a letter about it. Remind them to use the structures learnt in this module.

#### 9. Work in groups. Decide on advice for the problems.

- Put students in groups of six. Ask them to read and follow the instructions.

#### 10. Make a problem page.

- Tell groups to brainstorm what they need to do to design a problem page, then tell them to decide who will do each thing. Make sure the work is divided equally. For example: think of a name, draw pictures to illustrate the problems, choose colours, check that the problems and replies are well written, decide where to put the letters, etc.
- Have groups make their problem page. When the pages are finished, display them on the classroom wall for classmates to read.