

Unit Overview**Topic: Giving Advice**

In this unit students focus on giving advice. In the Conversation, they listen as Emi gives Maggie advice. Students learn the rules for using verb and adjective imperatives in How English Works and give advice in different Situations. The Communication section offers students a chance to give each other advice. In English Out There, students write their own advice column.

Audio CD-2:

Vocabulary Preview
Conversation

CD 2 track 6
CD 2 track 7

Conversation questions (1-3)
How English Works (1-10)
Situations (1-5)

CD 2 track 8
CD 2 track 9
CD 2 track 10

Warm Up (books closed)

This activity will help the students activate vocabulary that's used to give advice.


1. Greet students and introduce the warm up. T: *Welcome. Today we're going to talk about advice.*

2. Explain what advice is and when you give it. T: *Giving advice means offering suggestions. You give advice to someone when they have a problem and ask you for help.*

3. Ask students if they have ever given anyone advice. T: *Has anyone ever given advice? You can suggest some possible examples to help them get started. T: Have you ever had a friend ask for advice about a boyfriend or girlfriend? Did you help them?*

4. Record the students' examples on the board so you can refer to them throughout the unit. [Examples: boyfriend/girlfriend problems, dating, advice on what to buy/wear, etc.]

② Introduce the vocabulary. T: *Let's look at some words and expressions we use to give advice.*

③  Read the words or play the audio. T: *First, let's look at different relationships.*

④ Draw or explain any unfamiliar relationships. T: *Are there any relationships you don't know?*

⑤ Have students repeat the words.

Emphasize the stressed syllables. T: *Repeat the words: single, married, etc.*

⑥ Ask students to come up with a few more relationships. T: *Can anyone think of other relationships?*

⑦ Have the students work with a partner for a minute to think of additional words. Then have the pairs share their new items with the class.

⑧ Repeat Steps 3 through 7 for **Personality types** and **Advice expressions**.

Unit Goals & Vocabulary Preview page 67

① Go over the Unit Goals with the class.

Vocabulary Preview: word stress and other examples


Relationships single married neighbor classmate roommate friend girlfriend boyfriend partner wife husband	Other examples <i>co-worker</i> <i>acquaintance</i> <i>ex-wife</i> <i>ex-husband</i> <i>best friend</i> <i>tennis partner</i>	Personality types shy outgoing quiet talkative nervous relaxed free-spirited carefree	Other examples <i>sociable</i> <i>friendly</i> <i>timid</i> <i>wild</i>	Advice expressions You should... You ought to... Why don't you...? Maybe you could... Try... Have you thought about... ? Other examples <i>You could try...</i> <i>Have you tried...</i> <i>I've got an idea.</i>
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Conversation page 68

This activity provides model language for giving advice.

❶ Introduce the activity by asking students about the illustrations. T: *Now turn to page 68. Look at the illustrations. What is Emi and Maggie's relationship? [they're friends; Emi is a homestay student at Maggie's home] In Frame 1, what is in front of Maggie? [a telephone]? Look at Frame 3. Where are they? [at home/in the living room] In Frame 5, how do you think Maggie feels? [discouraged/shy/nervous] What is Maggie doing in Frame 7? [calling someone]*

❷ Set up the situation before playing the audio. T: *Maggie wants to ask Brian to the school dance, but she's shy. Emi offers Maggie some advice. Let's listen.*

❸  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Have students listen twice: once with books open and once with books closed.*

❹  Play the Conversation questions in Step 2 or read the questions yourself. Have students circle the answers in their books. T: *Now let's listen to the conversation questions. Circle the correct answers.*

Question 1: *What is Maggie's problem?*

Question 2: *What is Emi's advice?*

Question 3: *Finally, what does Maggie do?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (b) She is too shy to invite Brian. (In Frame 2, Maggie says, "Well, I want to ask Brian to the school dance, but I can't" and in Frame 5, Maggie says, "Oh, I can't do it. I'm too shy!")
2. (c) Call Brian and invite him. (In Frame 5, Emi says, "Try calling him up.")
3. (a) She calls Brian. (In Frame 7, Maggie is holding the phone and she says, "Well, okay. I'll do it.")

Optional

Ask students a few open-ended questions about the conversation. T: *How do you think Maggie feels about Brian? Do you think Emi has ever had this kind of problem? Why or why not? What do you think will happen next?*

❻ Put the students into pairs. T: *Work with your partner and say the conversation. Then switch characters and say it again.*

Practice Point

As students practice, have them show their character's emotions or attitude through gestures and intonation.

- Emi: be very curious about Maggie's problem and very helpful.
- Maggie: be very uncertain. Show your feeling by the way you say your lines.
- Continue the conversation after Maggie calls Brian. One of you is Maggie and one of you is Brian.

❼ After the students have practiced the conversation a few times, have them replace the words in red.

❽ Walk around the classroom, helping students as necessary.

❾ Have the students close their books. Ask some pairs of students to say the conversation from memory. The words do not have to be exact, but the meaning should be the same.

Culture Notes


Traditionally, boys ask girls on dates, but this custom is changing. For early teens (up to age 15 or 16), most "dates" are in a group. About age 16, many teenagers go on dates as couples. They may go to school dances, movies, or concerts. Usually, the boy or the girl calls his or her "date" several days in advance.

In this conversation, Emi gives Maggie advice. Teenage boys and girls often look up to an older brother or sister for advice. Emi "coaches" Maggie on how to overcome her shyness.

How English Works page 69

This section introduces functional language for giving advice.

Checking Students Knowledge

- ① Have students work individually or in pairs to read the examples and the rules and to fill in the blanks.
- ②  Play the audio so students can check their answers. Have students record their score.
- ③ Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Verb imperatives

- ④ Say the example. T: *Ask him to go with you.*
- ⑤ Write on the board: Call him.
Ask him to the dance.
T: *What kind of sentences are these? (hint: Is there a subject?)* Underline: Call and Ask.
Say the rule. T: *You can use verb imperatives to give advice. Verb imperatives begin with verbs.*
- ⑥ Add your own examples. (example: *Ask (name) to come to the party.*)
- ⑦ Go through the rest of the Rule and the More about it: negatives and softeners.
Answer any questions the students have.
T: *Any questions?*

Grammar Point 2: Adjective imperatives

- ⑧ Say the example. T: *Don't be shy.*
T: *Can you find this statement in the Conversation? (Frame 6)*
- ⑨ Write on the board: Be brave.
Be careful.
T: *This is also an imperative. What kind of imperative is this?* Underline: brave. Say the rule. T: *Use adjective imperatives to talk about attitudes and feelings, etc.*
- ⑩ Add your own examples, using information about the students.
- ⑪ Go through the rest of the Rule and the More about it.

Grammar Point 3: Suggestions

- ⑫ Say the example. T: *Try calling him up.*
T: *Can you find this question in the Conversation? (Frame 5)*
- ⑬ Write on the board: Try calling him.
Try studying longer.
T: *How does the word "try" change the sentence?* Underline: try calling. Say the rule: *Use suggestions to make a statement more*

polite. To turn an imperative into a suggestion, use "try" plus the "-ing" form of the verb.

- ⑭ Model a few more suggestions for the class. (example: *Try meeting native speakers.*)
- ⑮ Go through the rest of the Rule and the More about it: negatives and softeners.

Using the Grammar

- ⑯ Ask students to give you some advice.
 - verb imperatives:
T: *I am having trouble sleeping at night. What should I do?*
 - adjective imperatives:
T: *I want to learn to ski, but I'm afraid. What should I do?*
 - suggestions:
T: *I need to relax more. What should I do?*

Grammar Guide

Grammar Point 1: You can use verb imperatives to give advice. Verb imperatives are very direct. Often we use more indirect forms (Why don't you...? Maybe you should...)

Grammar Point 2: You can use adjective imperatives to give advice. An adjective imperative uses "be" with an adjective. Like verb imperatives, they are direct and should be used primarily with people you know well. (ex.: Be considerate.)

Grammar Point 3: You can soften an imperative by beginning with "try" plus the "-ing" form of the verb. This changes a statement from advice into a polite suggestion. To be even more polite you can begin with "Why don't you...?" (ex.: Why don't you try going to bed earlier?)

Answers

1. Ask him to the dance.
2. Don't stay out too late.
3. Could you not make so much noise?
4. Be careful.
5. Don't be late.
6. Be serious, please.
7. Try calling him.
8. Try not eating so much dessert.
9. Why don't you try going to bed earlier?
10. Why don't you try sitting near the front?

Situations page 70

This section provides model language for giving advice.

① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. What is the girl doing in Frame 1? [playing a drum] In Frame 2, what do you think they are talking about? [clothing/ their appearance] In Frame 3, how does the man on the left feel? [frustrated/ angry/ upset] What are the boys doing in Frame 4? [studying/schoolwork] In Frame 5, what is the girl on the right doing?*

② Have students fill in the blanks in pairs.

T: *Work together to fill in the blanks.*

③ Give students time to fill in all the blanks and then ask if there are any questions.

④ Have the students read the conversations together out loud. T: *Now, read the conversations with your partner.*

⑤ Have students switch A-B roles and read the conversations again. T: *Now that you've read through the conversations once, switch roles.*

Everyday Expressions

Write the following expressions on the board. If students are comfortable with the dialogs they can use them as substitutions.

Frame 1: Could you play in your room? =
Would you play in your room, please?

Frame 2: It's easy. = It's not hard.

I hate running. = I really don't like running.

Frame 3: Darn it! = Arggh!

It didn't help. = That didn't work.


Don't get mad. = Don't blow up.

Frame 4: Are you crazy? = What are you talking about?

Try drinking less coffee. = Try cutting down on coffee.

Frame 5: Okay, okay. = Okay, I hear you.

Be careful! = Watch out!

⑥  Play the audio and have students check their answers. T: *Now listen and check your answers.*

⑦ After students have corrected their conversations, have them cover the words and try to have the same conversations again. T: *Now, cover the words. Say the conversations again.*

⑧ After students have practiced all 5 conversations, have them ask their partners for advice. T: *Now look at number 6. Ask your partner for some advice.*

⑨ Ask students what they talked about. T: *(Names), what did you two talk about? What advice did you offer?*

Extension for Frame 6

Ask students to choose one of the following situations and create a dialog.

Situation 1: Give your friend advice on how to learn English.

Situation 2: Offer someone advice on what kind of new car they should buy.

It's okay for students to write down their dialogues. Ask a few students to present their conversations to the class.

Answers

- A: Annie, you're too noisy. Could you play in your room?
B: But I want to play here.
A: Please play in your room. I'm talking on the phone.
- A: How do you stay so thin?
B: It's easy. I just run a lot.
A: Ugh! I hate running!
B: Then try walking for 30 minutes a day.
- A: Darn it! This printer isn't working.
B: Try turning it off and on again.
A: I tried that. It didn't help.
B: Don't get mad. Let's look at the manual.
- A: I'm really nervous about this test.
B: Don't worry about it. Relax.
A: Relax? Are you crazy?
B: And try drinking less coffee!
- A: Slow down! You're going too fast.
B: Okay, okay.
A: Be careful! There's a car in that lane.
B: I see it, Mom. Don't worry.

Communication page 71

Students give each other advice in this activity.

❶ Warm up: Bring in a picture of a person who looks sad or worried and ask the class about this person while holding up the picture. T: *This is (Amanda). What do you think her problem is? (Elicit some suggestions and accept one idea: She lost her boyfriend./She can't find a job./She has too much work to do, etc.) Can you give her any advice?*

❷ Put students into pairs and introduce the main activity. T: *Turn to page 71. Work with your partner. Think of 5 common problems to complete each sentence. You can brainstorm a few problems with the class as examples.*

❸ Go on to Step 2. Combine the pairs into groups of 4. T: *Now read your problems to your new partners. They'll give you as much advice as they can.*

❹ Ask for volunteers to read the example. T: *Let's read the example first. "I can't sleep well at night." Who wants to read the advice?*

❺ Have students who are getting advice take notes. Show them where to write their notes. T: *Take notes on the advice you get. Allow pairs giving advice 1 minute per problem. T: You have only 1 minute to offer advice for each problem. Okay, go!*

❻ Watch the time and as each minute elapses call "time" to let the students know that they should move on to another problem. T: *Time! Start a new problem.*

❼ After 5-10 minutes, stop the activity and ask a few wrap up questions. T: *What were some of the problems? What was the advice? Did anyone else have different advice? Who gave the best advice?*

Bonus

❽ Divide the class into 2 groups and introduce the activity. T: *Now we're going to play an advice game. You're group A (indicate one half of the class) and you're group B.*

❾ Line the students up facing each other. T: *A's, tell the person facing you a problem. B's, give advice. Use imperatives. You might need to give students some examples of some verb imperatives and some adjective imperatives to remind them of the forms. T: Then the B's will move to the right and listen to*

another problem. Ready? Go.

❿ Monitor the students and make sure the pace is fairly rapid to keep student interest up. After a few minutes, have students switch roles. T: *Okay, stop. Now B's should tell a problem and A's should give advice. A's should answer with suggestions. Remind students to use "try" or "why don't you," if necessary.*

⓫ After a few minutes have students return to their seats. Ask a few wrap up questions if time permits. T: *Who got the best advice? Who got the funniest advice? What was the worst problem?*

Communication Expansion

1. Divide the class up into groups of 8-10 students and have the groups come up with 3 of the strangest problems they can think of. (Example: My wife bought a pig as a pet!)
2. Have the groups pass their questions to another group to get advice. Each group should try to offer the best advice possible.
3. After 5-10 minutes, have the groups stop working. One student from each group should pick one problem and the advice they gave and read it to the class.
4. Survey the class and ask opinions about the advice. T: *What did you think of that advice? Was it good or bad? Does anyone have different advice for this problem? What do you think was the strangest problem?*

Extension Writing Activity

1. Give some advice to a friend who is having trouble in school. Write 3-4 sentences.
2. Write 3 sentences about a problem you had and how you solved it.

English Out There page 72

Students write an answer for an advice column in this activity.

① **Warm up:** Ask students a few questions about advice columns. T: *Has everyone seen or read an advice column? Explain what an advice column is, if necessary, or bring in an example clipping from a newspaper. How often do you read them? Has anyone ever written a letter to an advice column? Would you ever take advice from one?*

② **Put students into pairs and introduce the activity.** T: *Read the letter to the advice column on page 72. Write a letter offering some advice.*

③ **Read the letter or ask for a volunteer.** T: *Would anyone like to read the letter?*

④ **Walk around and offer help as needed.**

⑤ **Allow 5-10 minutes for pairs to finish their letters and then ask for volunteers to read their letters.** T: *Would anyone like to share your letter with the class?*

Out There Homework

⑥ **Read the instructions for the homework assignment.** T: *Look at the bottom of page 72. Read the homework instructions.*

⑦ **Give students ideas of how to find advice columns online.** T: *Page 111 has a list of websites with advice columns. You can use the sites listed or find your own.*

⑧ **Explain how the homework will be presented in a later class.** T: *Bring the advice column and your answer to the next class and we'll share them with each other.*

In the Computer Lab

Page 111 lists advice columns.

1. Students can browse current problems and advice, or click on a question or topic that interests them.

Encourage students to browse in pairs or small groups. They can read the advice together and compare their reactions.

T: *Look at the advice with a partner. Do you agree with the advice? Do you agree with your partner? Can you think of another answer to the question?*

2. Remind students that it's okay if they don't understand all of the words.

T: Don't worry if you don't know all of the words. Just try to find the main idea. Have fun finding advice.

Out There Follow Up (Next Class)

If you have assigned the homework:

⑨ Put students into groups of 5-6 and have them take turns reading their letters.

⑩ After each student reads his or her letter, have the other students offer some advice.

⑪ Have the student who brought the letter read the advice they wrote in response to the letter.

⑫ Ask students what advice they think is best (their classmate's advice or the group's advice).

If you haven't assigned the homework:

1. Print some advice column letters from the websites listed on page 111 and hand them out to groups of 5-6 students each.

2. Have 1 student read the letter. Have other students offer advice.

English in the Real World

Encourage students to explore the ideas in this unit outside the classroom. Here are some things for students to try:

With another student or a native speaker

Talk about common problems and the advice you would give to a friend for each problem.

Take it further

Compare the advice columns on the websites listed on page 111 with advice columns in your country. Do people have different problems in different countries? Is the style of advice different?