

## Theme 2 Unit 5

### Teenage Angst

teenagers. Encourage them to use phrases from the Soundbites box. In addition, ask them for examples of other question words and phrases. Write these up on the board.

Examples of additional question words and phrases:

- *Who?*
- *Where?*
- *How many?*
- *How much?*
- *How long?*

#### Coursebook, page 25, Activity 4

Students read the four statements about things that are important to teenagers. They write down some statements of their own and explain them to a partner. Their partner should ask questions to obtain further information, e.g.

*How do you mean?*

*Can you tell me . . . ?*

*Why do you think . . . ?*

#### Workbook, page 23, Activity 3

Students read the statements and circle the answers according to their personal views.

#### Workbook, page 23, Activity 4

This activity continues the practice introduced in Theme 1, Unit 4 (Workbook, page 8, Activity 1) of using material in a Fact File to communicate information about a topic.

Tell students to work in pairs. Student A takes the topic of Fast Food and Student B, Music. Students read the information in the relevant fact file about their topic, and prepare a short talk to communicate the information to their partner. Give students time to practise by themselves first. They should speak in complete sentences, use facial expressions, maintain eye contact and present their information clearly.

Go round the classroom offering guidance and support. When students have had time to practise, you may want to ask a few confident students to give their talk to the whole class.

**Coursebook, pages 26 and 27**  
**Workbook, pages 24 and 25**

Discuss the meaning of 'angst' with students. They already met this word in the Coursebook, page 17, Activity 2.

#### Coursebook, page 26, Activity 1

This unit focuses on writing informal letters to a problem page. Remind students that there are important differences between writing informal and formal letters in English. Writing formal letters is covered in later parts of the Post-Basic course.

Students discuss the three letters on page 26 to a problem page Auntie, and decide on the advice they would give each writer. Groups can focus on all three letters, or different groups can deal with different letters. Have a presenter from each group give feedback to the class. Remind students about the phrases associated with giving advice which they have previously encountered in Unit 3 (Coursebook, page 23, Activity 3).

#### Coursebook, page 27, Activity 2

This activity can be done individually or in pairs. Students should read through all the sentences before categorising them according to which letter they relate to.

#### Answers:

Letter A

2, 4, 7

Letter B

1, 6, 8

Letter C

3, 5, 9

#### Coursebook, page 27, Top Tip

Students often underestimate the importance of proofreading and editing their work. They should get into the habit of always checking their work for errors. This is particularly important when writing essay drafts.

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**Note:** Sometimes it can be helpful for students to ask a friend to proofread their work. But this is only useful if their friend is reliable at spotting errors!

#### Coursebook, page 27, Activity 3

Students can do this activity orally in pairs.

#### Answers:

- a End
- b Beginning
- c Beginning or end
- d Beginning
- e End
- f End
- g End
- h Beginning
- i Beginning

**Note:** In phrase **g**, PS means ‘postscript’ – a message written at the end of a letter or e-mail after you have signed your name.

#### Workbook, page 24, Activity 1

The subject of this activity is one which causes teenage sufferers much angst – acne. Make sure that students understand what acne is. Do they, or does anyone they know, suffer from acne? How do they deal with it? Reassure students that acne is a temporary state – it will disappear one day!

#### Possible Answers (students’ definitions may vary):

- a period when you change from a child to an adult
- b small red lumps on your skin, especially on your face
- c related to feelings
- d feeling that you are a person of value or worth

#### Workbook, page 24, Activity 2

This activity is an exercise in simple proofreading and editing. Encourage students to refer to the suggested correction code for any

future proofreading and editing work.

Tell students to write the letters related to each type of error clearly.

#### Type of Errors

*support* (line 1) = Voc  
*unbeautiful* (line 2) = Voc  
*look on* (line 2) = GR  
*doesn’t* (line 3) = GR  
*birthday* (line 4) = Sp  
*fiends* (line 4) = Sp  
*good look* (line 4) = WO  
*I can* (line 6) = WO

#### Corrected Version

I’m e-mailing you because I **suffer** badly from acne. It’s terrible. I’ve lost all my confidence and I feel so **ugly** and depressed. I don’t even want to look **in** the mirror any more.

My parents tell me I worry too much. But they **don’t** understand how I feel.

It’s my **birthday** next month and I want to have a party for my **friends**. I want to **look good** for my party. But I’m worried about my acne.

What **can I** do? Please help me.

#### Workbook, page 25, Activity 3

Students read the letter to the problem page Auntie and choose the correct answer from each group of words in bold. Tell them to read through the whole letter before they start choosing the words, in order to get the sense of it. Then play Listening 2.5.1 so students can check their answers.

The answers are given in **Bold** in the Listening Script below.

## Listening Script 2.5.1

Have you ever heard the story of the ugly duckling? The bird that was unhappy because it thought it was so ugly? But it grew up into a beautiful **swan**. Well, the same will happen with you. Your acne will not last forever. One day it will **disappear**.

It's hard to be **patient**, I know. You can't cure acne, but you can **treat** it. You can buy special creams to help, but there are other things you can do too.

Look after your health in the weeks before your party. Drink lots of water, and eat a healthy **diet**. Take plenty of **exercise** and always have a shower afterwards. Keep your skin clean and don't squeeze your **spots**. Above all, get plenty of **sleep** because your body needs rest.

### Workbook, page 25, Activity 4

Students write an informal letter to a problem page. They can either use the ideas given in the activity, or write about another problem – either real or imaginary.

For guidance on the layout of the letter, refer them to the three letters on pages 26 of their Coursebooks, and also to the Workbook Writing Guide on page 70 of their Workbooks. Point out how the different parts of the suggested layout in the Writing Guide match the different parts of the letters on page 26 of the Coursebook.

### Across Cultures

Coursebook, pages 28 and 29

Workbook, page 26

Country Focus: United States of America

### Reading for Pleasure

Coursebook, pages 30 and 31

Workbook, page 27

Teenagers Who Changed Things

Genre: Biography

Joan of Arc

Workbook, page 27

Teenagers Who Changed Things

Genre: Biography

Louis Braille

Coursebook, page 32, Review and Reference

Workbook, pages 28 and 29

**Note:** At the end of this theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 32 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the Learning Objectives for this theme, then turn to Activity 1 on page 28 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 28 and 29 of their Workbooks. They then complete the chart in Activity 3 on page 29 with 15 words of their choice from the theme. Finally, they look back through the theme and complete the 'Personalise It' section at the bottom of page 29.

### Answers to Across Cultures:

#### Activity 1

- 1 The founding of New York 1624
- 2 Declaration of Independence 1776
- 3 Invention of the telephone 1876
- 4 First man on the moon 1969
- 5 The movie Titanic 1997
- 6 Hurricane Katrina 2005

#### Activity 2

- a The United States is part of the North American continent.
- b The city of New York was founded by the Dutch.

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- c Mount McKinley is over six thousand metres high.
- d Hurricane Katrina caused a lot of damage.
- e Thomas Edison developed the first movie camera.
- f The Empire State Building is in New York.

#### Activity 3

- a republic (paragraph 1)
- b immigrants (paragraph 2)
- c hurricanes (paragraph 4)
- d leap (paragraph 5)
- e source (paragraph 6)
- f skyscrapers (paragraph 7)

#### Answers to Review and Reference:

##### Activity 2

- a wasn't doing / called / was listening
- b was walking / crashed
- c Did you visit
- d were you doing
- e rained
- f didn't know
- g were you thinking

##### Activity 4

- a conflict
- b hormone
- c moody
- d growth spurt
- e proofread . . . edit
- f adolescent . . . self-esteem
- g interrogate
- h emotional
- i cool
- j transition