



# LETTERS TO AN ADVICE COLUMN

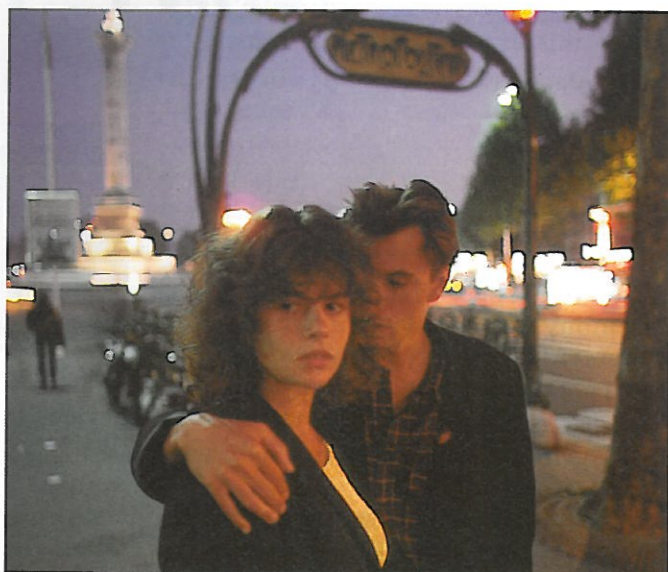
## SPEAKING

### Talking on your own

Work in pairs as Student A and B. Try to speak for about one minute.

**Student A:** Describe and compare the people in both pictures. Say what you think they might have just said to each other.

**Student B:** Describe and compare the relationships in both pictures. Say which of the relationships you think is closer.



## READING

**A** You are going to read three letters to an advice column in a magazine. Before you read them, study the statements (0–11) about the three letters. Then say which letter (A, B or C) contains the answer. An example is given (0).

- 0 She earns more than her partner.  B
- 1 Someone predicted something that came true.
- 2 There were problems to do with money.
- 3 Someone she loved wants to see her again.
- 4 She predicts money problems if she does something.
- 5 Her problems with her love life caused another problem in her family life.
- 6 He wants her to make a choice that is very difficult.
- 7 She is afraid to tell him the truth about her feelings.
- 8 Her boyfriend wants to be a father.
- 9 She trusted someone who deceived her in more than one way.
- 10 She does not want to admit she made a mistake.
- 11 He left her for another woman.

### Letter A

I have been going out for several months with a man called Peter. In many ways he is everything I have ever wanted. He has asked me to marry him. I would say yes if it weren't for Roger, my ex-boyfriend.

Although we had lots of fights, my relationship with him was very exciting and deeply satisfying in many ways. We broke up because Roger fell in love with another woman. I didn't hear from him for a long time but last week he phoned me again. He has been thinking about me all the time and wants to make a fresh start. I have told him I will think about it.

I know that Peter loves me very deeply and it would hurt him very much if he knew that I still love Roger. What would you do if you were me?

### Letter B

I find my career extremely interesting but I am in love with a man who wants me to give my job up so that we can get married and start a family. I know that if I stopped working I would be very unhappy. His salary is much lower than mine and we wouldn't have enough to live on. However he keeps saying, 'Money isn't the most important thing in life,' and 'If you really loved me, you'd do what I want.'

I don't want to give him up – but I don't want to give up my job, either. What should I do?

### Letter C

A year ago, my mother told me that I should not trust the man I was going out with. She was convinced he would let me down. I told her not to interfere in my personal life, and we have not spoken to each other since then. However, she was right. Later, he often borrowed large sums from me but never kept his promises to pay them back. I finally left him when I found out that he was having an affair with another woman.

My mother always used to say that I was a poor judge of character, especially when it comes to men. Now I am afraid that if I contact her and tell her what has happened, she will only say 'See! I told you so.' Nevertheless, I'd like to have a friendly relationship with her again. What would you do if you were me?

**B** Now look again at the statements 1–11. Read aloud the sentence or sentences in each letter that give you the answers.

Example: She earns more than her partner.

➤ *His salary is much lower than mine. (B)*

**C** In pairs or groups, discuss these questions.

- 1 Look at letter A again. What did the writer's ex-boyfriend actually say to her when he phoned again? What did she say to him?
- 2 The writer of letter B is talking to her boyfriend about their problem. What do you think they actually say to each other?
- 3 The writer of letter C decides to phone her mother. How does the conversation begin? What do they say after that?

## LANGUAGE STUDY

Conditionals ➤ GS 4.1, 4.2

**A** Match the first part of each sentence (a–d) with the second part of that sentence (1–4).

- a) I'd come and see you ...
- b) I'll come and see you, ...
- c) If you understand English, ...
- d) If you understood English, ...

- 1 you won't find this difficult.
- 2 if I have time.
- 3 if I had time.
- 4 you wouldn't find this difficult.

- Repeat only the sentences that give a reason why something is impossible.
- Now repeat the sentences that suggest something is or may be possible.

**B** Rephrase the following sentences using *if*.

Example: You don't understand this because you don't speak English.

➤ *You would understand this if you spoke English.*

- 1 You don't want to marry me because you don't love me.
- 2 I don't eat that kind of food because I don't like it.
- 3 I won't come to see you because I have no time.
- 4 Jack has no chance of passing the exam because he never studies.
- 5 Perhaps I'll have time. If so, I'll come and see you.
- 6 Perhaps I'll get a better job. I'll earn more then.
- 7 Perhaps it'll rain. If so, we'll cancel the picnic.

**C** Complete the second sentence in each pair. Use no more than five words including the word in bold. Do NOT change this word.

- 1 It's impossible to do this because we have no time. **would** If we \_\_\_\_\_ be able to do this.
- 2 Perhaps it will be possible to do this if we have time. **will** If we \_\_\_\_\_ be able to do this.
- 3 Her boyfriend does such things because he doesn't really love her. **would** If her boyfriend really \_\_\_\_\_ do such things.
- 4 You steal because you aren't honest. **wouldn't** If you \_\_\_\_\_ steal.
- 5 Will you tell the truth? If so, people will trust you. **will** If you \_\_\_\_\_ trust you.
- 6 People don't trust him because he tells lies. **would** If he did \_\_\_\_\_ trust him.

## USE OF ENGLISH

Read the letter below, which answers letter A on page 50. Think of the best word for each space. Use only one word each time. An example is given (0). Here are five of the words.

*if let still unless yourself*

If I had more information about your relationship, it (0) would be easier for me to give you advice. So rather than suggest what you should do, (1) \_\_\_\_\_ me ask you a few questions which you should ask yourself. How long (2) \_\_\_\_\_ your relationship with Roger last? You say your relationship with Peter (3) \_\_\_\_\_ lasted for several months. Are you getting rather bored with him only because you have been with him longer than you (4) \_\_\_\_\_ with Roger? And what about the woman Roger fell in love (5) \_\_\_\_\_? Does he (6) \_\_\_\_\_ love her? And if he (7) \_\_\_\_\_, can you really believe that he loves you as well?

You must remember that if you (8) \_\_\_\_\_ up your relationship with Peter, it will be your fault, not Roger's. What will happen (9) \_\_\_\_\_ Roger is not satisfied in his new relationship with you? Will you blame Roger or (10) \_\_\_\_\_ because you left Peter for him?

Last of all, (11) \_\_\_\_\_ haven't you told Peter about your feelings for Roger? Are you really afraid (12) \_\_\_\_\_ hurting him? Won't he (13) \_\_\_\_\_ far more hurt if you don't give him a chance to talk about your feelings? How would you feel if Peter (14) \_\_\_\_\_ the same thing to you? You will never make the right decision (15) \_\_\_\_\_ you answer these questions honestly.



## WRITING

**A Write to a friend.** Briefly describe a problem you have or have had recently and ask for advice about it. Use about 120 words. Then give the letter to someone in your class.

**B If you get a letter from someone else asking for advice, write a short reply saying what you would do if you were the person who wrote the letter. Again, use no more than 120 words.**

## VOCABULARY

*fault mistake error defect blame*

**A Study the following definitions from the OXFORD Wordpower DICTIONARY.**

**fault** *noun* **1** something wrong or not perfect in a person's character: *One of my faults is that I am always late.* **2** responsibility for a mistake: *It will be your own fault if you don't pass your exams.*

**mistake** *noun* something that you do or think that is wrong: *Waiter! I think you've made a mistake over the bill.* (IDIOM) as a result of a mistake or carelessness: *The terrorists shot the wrong man by mistake.*

**error** *noun* **1** more formal than **mistake**: *The telephone bill was far too high due to a computer error.* (IDIOM) There are some expressions, for example *an error of judgement, human error* where only **error** can be used.

**defect** *noun* something that is wrong with or missing from someone or something: *There are defects in our educational system.*

**blame** *verb* to think or say that someone or something is responsible for something bad that has happened: *The teacher blamed me for the accident.*

**B Complete the sentences below, using one of the words in A.**

- The accident was the result of pilot \_\_\_\_\_.
- Even native-speakers sometimes make \_\_\_\_\_ in English.
- Who do you \_\_\_\_\_ for your problems? Me? Or yourself?
- There's a \_\_\_\_\_ in this computer.
- Whose \_\_\_\_\_ do you think the accident was? Yours? Or the other driver's?
- Oh, I'm sorry. I took your jacket by \_\_\_\_\_. It looks just like mine.
- My father was not perfect. He had several \_\_\_\_\_, but he was still a good man.
- Don't \_\_\_\_\_ me if this happens again. I warned you!
- As a result of an accounting \_\_\_\_\_, you were overcharged in your previous bill.

**C In pairs or groups, decide whether the following things are examples of mistakes, faults, errors, or defects. Then explain why.**

Example: You have a new car. When you turn on the engine, nothing happens.

► *A defect, because something is wrong with the car.*

- The word 'business' is spelled 'busyness'.
- Some people always blame other people for their own mistakes.
- You receive a bill for something you did not buy.
- A part of a new machine regularly breaks down.
- Someone says, 'If you will listen, you would understand.'
- A company director who usually makes the right choices in employing people makes one very bad choice.
- Some people always judge other people only by their appearance.
- You buy a cassette recorder. The 'pause' button doesn't work.

**D In pairs, answer these questions. Then ask other pairs to tell you their answers, too.**

- Describe a defect in something you have bought recently.
- What are two mistakes you often make in English?
- Give an example of an error that the post office or some other service in your country has been responsible for.
- Describe a fault that you think can be found in your own character or in the character of someone you know.
- A man got drunk in a pub. The owner of the pub knew the man was drunk but still sold him alcohol. The man got into his car and had a terrible accident. Who do you blame for the accident? Why?

## LANGUAGE STUDY

*Is it still going on?* ► GS 13.1, 13.2

**A Explain the difference in meaning**

- How long did your relationship with Roger last?
  - How long has your relationship with Peter lasted?
  - How long did you go out with him?
  - How long have you been going out with him?
- Repeat the sentences that suggest the relationship is still going on.
  - What do the other two sentences suggest about time?

**B Complete each sentence using the correct form of the verb.**

Example: I (learn) English for the last five years.

► *I have been learning English for the last five years.*

- I (go out) with my present boyfriend for nine months.
- Before that, I (go out) with another man for two years.
- Before I got this job, I (work) for a bank for three years.
- I like my present job. I (do) it for more than a year now.
- There is a strange man outside. He (stand) there for two hours.
- I (see) him there yesterday, too.
- He (stand) there yesterday for almost nine hours.
- Do you mind if I ask you how long you (live) at your present address?
- Can you also tell me where you (live) before that?

**C In pairs or groups, ask your partners questions, in order to find out if they**

- do something now that they did not do ten years ago.
- have any habits now which they did not have when they were younger.

**Now find out how long they have been doing those things. Afterwards, tell someone else what you have found out about your partners.**

Example:

*My partner (name) has been going to dancing lessons for six months. He/She has also been studying English for several years.*

**D Most lines contain an unnecessary word. Underline these words and tick any lines that are correct. There are two examples (0) and (00).**

- 0 Five years ago, I have lived in a very big city
- 00 far away from the small town where I was
- 1 born. I had a job in a bank there. I have left
- 2 last year because of the pay and working
- 3 conditions, which they were not very good. The
- 4 cost of the living there was very high. It was
- 5 very difficult for me to make the ends meet. I
- 6 am glad I came back home. I have been working
- 7 in a small office here. My salary here is about
- 8 the same but living here is more cheaper than
- 9 in the big city. Life is more simpler and better
- 10 in many ways. I have been going out with a
- 11 woman. I like her a lot and I would like to ask
- 12 her to marry with me. I hope very much that if I
- 13 will do this she will say 'Yes'. I wanted to ask her
- 14 yesterday but I felt myself very nervous. We are
- 15 going to meet us tomorrow and I will try again.

## LISTENING

**A** You are going to hear a conversation between two people, Dan and Mary. After you have listened for the first time, answer questions 1–6.

- How old do you think Dan and Mary are?
- Where do you think they are when they speak?
- What time of day do you think it is?
- What do you think is the relationship between Dan and Mary? Friends? Colleagues at work? Or something else? If so, what?
- What does one of them do at the very end?
- Why does he or she do this?

**B** Now listen again. Then answer questions 7–13 by writing D (for Dan) or M (for Mary) in the boxes. An example is given (0). If you aren't sure what some of the words in the questions mean, look at the vocabulary exercise below first.

Who wants to talk about something important?

0  M

Who is looking for something?

7

Who apologizes for something?

8

Who tries to change the subject?

9

Who suggests doing something?

10

Who has noticed a big change in the other person's behaviour?

11

Who threatens to do something?

12

Who promises to do something after it is too late?

13

## VOCABULARY

*suggest recommend advise threaten apologize promise offer object*

**A** Which word describes what you do when you say

- you are sorry that you did something?
- you are ready to help or do something for someone?
- someone or something would be good or suitable for a job or purpose?
- someone can be sure you will do something?
- you will do something a person will not like unless he or she does what you want them to do?
- what you think someone else should do?
- you do not like or are against something?
- something that is an idea or plan for other people to think about or consider?

**B** Now complete these sentences, choosing one of the words in A.

- I \_\_\_\_\_ to pay this money back in a week.
- Can you \_\_\_\_\_ a good hotel in Paris?
- What would you \_\_\_\_\_ me to do in this situation?
- I'd like to \_\_\_\_\_ for getting so angry yesterday.
- When our car broke down yesterday, another car stopped and the driver \_\_\_\_\_ to help us.
- I think this plan is very unfair. I \_\_\_\_\_ to it!
- Yesterday Mary \_\_\_\_\_ to leave her husband.
- I'd like to \_\_\_\_\_ that we do something else now.

**C** Read this text and the words in capital letters below it. Change the form of each word if necessary, so that it fits the numbered space. An example is given (0).

We all welcomed the teacher's (0) *suggestion* that we should do something else after the last exercise. Usually the teacher gives us very good (1) \_\_\_\_\_ and we have faith in all her (2) \_\_\_\_\_. So we were rather (3) \_\_\_\_\_ when she asked us to make small (4) \_\_\_\_\_ in the form of words like 'suggest', 'advise', and so on. In fact, one of the students seemed to have a very strong (5) \_\_\_\_\_ to the idea because there was such a clear (6) \_\_\_\_\_ between these words and the words we had just studied. 'I'll jump out of the window if we go on doing this,' he said. The teacher smiled because she knew the student was only (7) \_\_\_\_\_ and then asked 'Are you making a promise or is that a (8) \_\_\_\_\_?' There was a great deal of (9) \_\_\_\_\_ as we listened to the student's (10) \_\_\_\_\_.

- |             |              |
|-------------|--------------|
| 0 SUGGEST   | 6 CONNECT    |
| 1 ADVISE    | 7 JOKE       |
| 2 RECOMMEND | 8 THREATEN   |
| 3 SURPRISE  | 9 LAUGH      |
| 4 CHANGE    | 10 APOLOGIZE |
| 5 OBJECT    |              |

## LANGUAGE STUDY

*still, yet or already?*

**A** Complete the following sentences with *still, yet or already*.

- Has that film you want to watch started \_\_\_\_\_?
- No, it hasn't. Do you \_\_\_\_\_ want to watch it, too?
- I'm not sure. I think I've \_\_\_\_\_ seen it.
- I think the news is \_\_\_\_\_ on. Let's watch it.
- What, you mean it hasn't finished \_\_\_\_\_?
- No, and it's \_\_\_\_\_ nine thirty.
- Do you want to watch it? Have you decided \_\_\_\_\_?
- I've \_\_\_\_\_ told you. I'm not sure.
- In other words, you're \_\_\_\_\_ thinking about it.

More about how we report what people say

➤ GS 12.2–12.5

**B** Look at the sentences below. Then say what you think the speaker or speakers actually said.

Example: Mary threatened to leave Dan if he didn't do something about the problem.

➤ 'I'll leave you if you don't do something about this problem.'

- Mary asked a friend if she could recommend a good restaurant.
- Her friend recommended one called 'Da Mario'.
- When Dan came home that evening, he asked what they were having for dinner.
- Mary suggested going to a restaurant rather than eating at home.
- Dan objected to the idea because he thought eating in restaurants was too expensive.
- Mary asked him why he was afraid to spend money.
- She offered to pay for the meal in a restaurant and even for a taxi there and back.
- Dan claimed to be very tired.
- Mary advised him to see a doctor.
- Dan accused her of wanting to waste money.
- Mary apologized for troubling him.
- Then she told him to cook his own meal because she was going out without him.

**C** Look again at sentences 1, 3 and 6 above. What is the difference between the actual words of the question and the way the question is reported? (See GS 12.4)

**D** Rewrite the second sentence in each pair. Use no more than five words including the word in bold. Do NOT change this word.

- 'Please sit down,' the teacher said to me.  
asked The teacher \_\_\_\_\_ down.

- 'Have you any questions?' the teacher said to me.  
asked The teacher \_\_\_\_\_ any questions.
- 'Why are you learning English?' was her next question.  
asked Then the teacher \_\_\_\_\_ learning English.
- 'Let's go for a walk,' Mary said.  
suggested Mary \_\_\_\_\_ for a walk.
- 'If I were you, I wouldn't watch so much TV,' Dan's doctor said to him.  
advised Dan's doctor \_\_\_\_\_ so much TV.
- 'Let me help you carry that suitcase,' I said to the old lady.  
offered I \_\_\_\_\_ the old lady's suitcase.
- 'Thank you for helping me,' the old lady said to me.  
thanked The old lady \_\_\_\_\_ her.
- 'I'm innocent,' the criminal said.  
claimed The criminal \_\_\_\_\_ innocent.
- 'You're lying,' the detective said to him.  
accused The detective \_\_\_\_\_ lying.
- 'I hope you'll forgive me for coming so late,' the student said to the teacher.  
apologized The student \_\_\_\_\_ so late.

## SPEAKING

**A** In pairs or groups, discuss what you would say if you were visiting a friend in hospital who had had an accident. What questions would be asked? What would be said? What advice would be given?



**B** Imagine you are with another friend the day after your visit. Report the conversation you had with the friend in hospital.

## WRITING

### Composition 2 Expressing an opinion

In Part 2 of Paper 2, you may be asked to write a composition giving your opinion on a subject. This type of question is similar to the advantages and disadvantages composition (see Unit 1), except that in this case you talk about the subject from one point of view only.

#### A Sample task

You have been doing a project on crime and punishment. Your English teacher has asked you to write a composition commenting on this statement:

*The death penalty cannot be defended. Do you agree?*

Write your composition.

#### B Read this answer, ignoring spaces 1–10. Describe the writer's opinion briefly.

1 Some countries still have the death penalty, (1) \_\_\_\_\_ it no longer exists in Britain. (2) \_\_\_\_\_, after a particularly violent murder, British people sometimes call for it to be brought back. (3) \_\_\_\_\_ my opinion, the death penalty cannot be defended for a number of reasons.

2 (4) \_\_\_\_\_ and most important reason is that one can never be entirely certain that the accused person is guilty. In the (5) \_\_\_\_\_, people have been sentenced to death and later it is discovered that they were completely innocent.

3 It is often (6) \_\_\_\_\_ that the death penalty prevents crime and that the risk of death acts as a deterrent. (7) \_\_\_\_\_, many serious crimes are caused by a sudden and very powerful emotion. In these cases, the individual is not thinking sensibly and does not stop to consider the risks.

4 One final (8) \_\_\_\_\_ against the death penalty is that it sets a bad example. The laws of society should reflect its values. If it is wrong for one individual to murder another, (9) \_\_\_\_\_ it is also wrong for the state to execute an individual.

5 (10) \_\_\_\_\_, I believe the death penalty cannot be defended. There are other ways of punishing criminals and these ways should always be tried.

#### C Complete the composition by choosing the best answer, A, B, C or D.

- |                  |                |
|------------------|----------------|
| 1 A and          | C although     |
| B despite        | D moreover     |
| 2 A In addition  | C Nevertheless |
| B Also           | D In contrast  |
| 3 A In           | C About        |
| B For            | D With         |
| 4 A Firstly      | C The one      |
| B The first      | D Initially    |
| 5 A future       | C beginning    |
| B present        | D past         |
| 6 A told         | C spoken       |
| B heard          | D suggested    |
| 7 A Therefore    | C Moreover     |
| B However        | D Despite      |
| 8 A reason       | C argument     |
| B view           | D opinion      |
| 9 A then         | C and          |
| B as             | D too          |
| 10 A In contrast | C At last      |
| B To sum up      | D Fourthly     |

#### D Read these notes before you write a composition on one of the subjects in E below.

- Plan before you write. Think of three or four points to support your view. Make each of these points a paragraph, and give more details and examples where possible.
- Don't get emotional. Comments like 'people who think this are stupid...' won't get you marks!
- Although you are expressing your opinion, use 'I' as little as possible. This is because you want to suggest that your ideas are facts. For example, rather than say: 'I think courts of law sometimes make mistakes...' , it is better to use an impersonal style: 'Courts of law sometimes make mistakes.'
- You may want to take an argument against your opinion and say why that argument is wrong. There is an example of this in paragraph 3 above: 'It is often suggested that...'

#### E Now write a composition in 120–180 words on one of these subjects.

- 'Wars are always wrong.' Do you agree?
- 'Exams are not useful.' What is your opinion?
- Perhaps you believe that the death penalty can be defended? Explain why.

## REVISION AND EXTENSION

### Conditional 1 ► GS 4.1

#### A Complete the following conversation with the correct form of the verb in brackets.

- A Jack's coming this evening.  
B When?  
A Well, I'm not sure, it depends on the buses. He said he might catch the 7.30. If he (do), he (be) here at about 8.30, but if he (miss) it, he (have to) get the one at 8.15.  
B What time he (get) here if he (take) the later one?  
A I should think he (be) here at about 9.30, unless the traffic (be) bad, in which case he (may) not arrive until about 10.  
B What do you want me to do about supper?  
A Mmm. If he (get) here early, we (can) eat together, but if he (be) late, just (put) something in the oven to keep warm. But don't make too much, because if he (already eat) he (not be) very hungry.  
B There's only one problem. What he (do) if I (be) out shopping when he (get) here?  
A I wouldn't worry about that if I were you. If you (not be) here when he (arrive), he (have to) wait.  
B No, I know what – if I (go) out, I (leave) a key and a note so that he (can) let himself in.

### Conditional 2 ► GS 4.2

#### B Explain what you would do if these things happened.

Example: You found a wallet in the street.

► *If I found a wallet in the street, I would take it to the police.*

- You heard a stranger shouting for help.
- Someone insulted you.
- You were offered a job in China for three years.
- Someone you had never seen before said, 'I love you'.
- You saw a strange light in the sky, which looked like a flying saucer.

#### C On what conditions would you do the following things?

Example: When would you be rude to a stranger?

► *I wouldn't be rude to a stranger unless the stranger were rude to me.*

- When would you shout 'Help!'?
- When would you steal food from a shop?
- When would you ring up the fire-brigade?
- When would you borrow money from a stranger?
- When would you knock on your neighbour's door after midnight?

### Conditional 1 or 2?

#### D Complete the following sentences with the correct form of the verb in brackets.

- If I (be) you, I (apply) for a job as soon as possible.
- If I (speak) perfect English, I (not need) to take the exam.
- If he (be) taller, he (be able) to join the police.
- You (be) rich if you (win) the pools.
- You (not be able) to travel next week unless you (get) a visa.
- If the weather (be) nice next weekend, they (go) to the country.
- Unless you (hear) otherwise, I (come) at 8.15.
- If I (be) the Prime Minister, I (change) a lot of things.
- If the bus (leave) by the time I arrive, I (get) a taxi.
- If my headache (not go away) soon, I (take) an aspirin.

#### E Rewrite the second sentence in each pair. Use no more than five words including the word in bold. Do NOT change this word.

- She is so busy that she can't come to the party. **could** If she was \_\_\_\_\_ come to the party.
- John asked Mary 'Can I borrow some money?' **would** John asked Mary \_\_\_\_\_ some money.
- He said 'I'm sorry I didn't reply to the letter.' **apologized** He \_\_\_\_\_ to the letter.
- Oh, don't complain all the time! **wish** I \_\_\_\_\_ all the time!
- He bought his car five years ago. **had** He \_\_\_\_\_ five years.
- It's three months since she started learning English. **for** She \_\_\_\_\_ three months.
- I'm upset because I have so much work to do. **wish** I \_\_\_\_\_ so much work to do.
- I haven't got the money, so I'm not going on holiday. **would** If I \_\_\_\_\_ go on holiday.
- She said 'I'll call the police if you don't leave immediately!' **threatened** She \_\_\_\_\_ if he didn't leave immediately.
- There were a lot of errors in his composition. **mistakes** He \_\_\_\_\_ in his composition.