

Giving advice is an important function of spoken English. It has already been mentioned in Unit 1, where the idea of giving unpleasant advice to a friend was looked at. In this Unit we look at the language of giving and receiving advice in greater depth.

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Brainstorming (individuals)

- Students think about advice, building on the materials of Unit 1.

This introduces the topic and sets the learning schema. Students can do this before the class or at the beginning, while the roll is being called.

Task: Advice Board Game (groups)

- T: Ask students to read and do the the instructions.
- Students make an Advice board game, using the words on Board A and Board B, along with the advice language on page 36.

Students are typically good at making their own board games. It is good to let them try, since they enjoy making up the rules by themselves. If they can talk about and decide the rules in English, that will an excellent opportunity to practice the relevant language (suggesting, agreeing, disagreeing, negotiating). When they have finished the game, especially if they finish before other groups, the teacher can ask them to write their rules in English. This is also a very good follow-up activity. Alternatively, the teacher can ask students in the group that has finished to explain their rules (in English) to the teacher or to another group. Some suggested rules are provided for students who do not want to make their own rules.

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Advice from the Oracle (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (TRACK 21) and ask students to read the passage silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- Students do the matching activity while they read the passage.

immortal	→	a place where gods speak to humans
fate	→	a sacred place; a place of shelter
in store	→	a sign of something that will happen in the future
consult	→	about to happen; future happenings
divine	→	ask for advice
oracle	→	belly button, hollow area in the middle of the stomach
sanctuary	→	destiny; something that controls the future
navel	→	living forever
omen	→	relating to a god

As in Units 1, 2 and 3, students can use Classroom Language at this point.

What does mean?

I don't know.

Let's look it up.

How do you spell it?

What did you say?

One more time, please.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions about the reading passage.
- The teacher can check the answers with everyone, or students can talk about them in groups and present their answers to the class.

Answers:

1. Ancient Greeks could talk to the gods through oracles.
2. An oracle is a place where the gods speak to humans. It is located in a temple.
3. 'Omphalos' means navel or belly button.
4. People should be careful about the oracle's answer, since it often had many meanings.
5. Croesus was 49 years old when he died.
6. Cyrus the Great was the leader of the Persian empire.
7. Yes, the oracle's advice was correct.

Think for Yourself

Students find out about Greek civilization.

Suggested answers:

- Delphi is a modern town in Greece.
- BCE means 'Before Current Era'.
- Lydia was in western Turkey.
- Students can do an Internet search to find out about Greek civilization.
- There are many famous Greeks. See number 9 of Background Information. Students can also do an Internet search for Famous Greeks.



When doing an Internet search, it is important that students use an English-language search engine such as google.co.kr or ask.com.

Background Information

Information about Greek civilization is offered here.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies.

The conversation strategies are about 'Asking for advice', 'Giving advice' and 'Receiving advice'. These are appropriate for this Unit and for various situations in life.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

Suggested Answers:

1. When I want good advice I ask my grandfather. He has experience of life and he gives me lots of ideas. He knows how I feel and he doesn't try to force me to do anything. He just listens and then gives me his considered opinion. Sometimes I can't talk with my parents because the advice I need is about them.
2. If I had children, I would be careful about giving them advice. My main advice would be 'Please come to me whenever you have a problem. I will never get angry and will understand you in any situation. You should not be afraid of asking me for help.' I would say this because children are often afraid of asking for help, but their parents are the best people to help them. It is never too late to ask for help.
3. If I could speak to my parents and give them advice, I would ask them to listen without saying anything first of all. In fact that might be my advice: 'Please listen to me when I have something to say and keep quiet while I am saying it.' Perhaps my second piece of advice would be: 'Please remember that I am a human being, and that I am not a baby. Please respect me as a human being. Please let me make my decisions for my life.' I would say this because parents often look upon their children as children all their life. This makes it difficult for them to communicate.
4. If I could give advice to the president of my country I would say: 'Please listen to ordinary people like me. We are the people who voted for you. So please listen to us.' I would say this because politicians often forget the ordinary people once the voting is over. They think only of big and powerful companies.
5. If I could go back in time and give advice to myself, I would take more time to sit quietly and think about my life. Up to now I have always been too busy to have my own time. This has meant that I didn't have a chance to think about where I was going. Therefore I would make time every week to ask myself: 'What do I want to do in life?' 'Where do I want to be in 10 years time?' 'What sort of career would suit me best?'
6. If I see a friend in a difficult situation, I will not stop to think. I will give advice straight away, even if it is unpleasant. If my friend listens to the advice, then I have helped him/her. If the friend doesn't want my advice, then at least I have tried to help. If the friend is angry, then I can reconsider our friendship.
7. - Yes, I always listen to my parents when they give me advice. They have more experience of life than me and they know things that I don't know. Furthermore they are trying to help me and protect me.
- No, I don't usually listen to my parents when they give me advice. They are from a different generation and they don't understand me. They always want me to do things that they think

are correct. However, those things are not correct for me. I want to be different from my parents, so I will go my own way.

8. - Yes, I always watch TV advice shows. I can see people who have similar problems to mine and I can see how they solve them. I can also feel sorry for people. This helps me to think about my problems.
- No, I never watch TV advice shows. The people there are not normal and they have silly problems. Furthermore I feel embarrassed for them because they tell everyone about their personal problems. I don't know how they can do this.
9. - Yes, I often read the Advice Column in newspapers or magazines. This helps me to think about my problems. They are very helpful.
- No, I never read the Advice Column in newspapers or magazines. In my opinion it is a waste of time. I even think that the problems are not real. I would not be surprised if the Agony Aunt writes the letters herself.

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Dialogue (pairs)

- Students get into pairs and read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 22 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Answers:

1. Kevin and Mr. Brown are fishing.
2. The other members of the family are watching a movie. They are watching a Chick Flick.
3. Mr. Brown wants to be alone when he asks Kevin his question because he thinks something might be troubling Kevin. He wants a father-to-son talk.
4. We know that Kevin is getting bad grades.
5. 'We' in 'We're always here for you' means the whole family.

While it is not necessary for everyone to do every activity on every page, the activities which focus on creativity and problem-solving should be attempted as often as possible.

Teachers might like to focus on different activities for each Unit rather than trying to get through every page on every occasion.

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Let's Make a Role-play! (groups)

- Students read the [Situation](#) and then the instructions.
- They choose roles and read the opinion samples.
- At the same time, T can play Tracks 23 - 26.

- There are more opinion samples on page 40.
- The students playing Jenny, Seung-min and Kevin think about what they will ask the oracle and write their questions on the next page. Alternatively, they can use the opinion samples on this page.
- The student playing Ji-hye is the priestess at the temple. She will give the oracle's answers. She should look at the answers on page 40.

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My Ideas (individuals)

- Students playing Jenny, Seung-min and Kevin write down their questions in the boxes.

Let's Begin! (groups)

- Ji-hye begins the role-play as in the sample role-play at the bottom of this page.
- Students playing Jenny, Seung-min and Kevin ask their questions.
- Ji-hye gives them answers chosen at random from those on page 40.

All students should try to use the advice phrases (conversation strategies) on page 36.

Ji-hye should choose answers at random. She doesn't have to try to match the answer to the question. The answers should be ambiguous, just as in the original pronouncements of the oracle at Delphi.

When all the questions have been asked, students can talk about the answers. They can do this as part of the role-play or simply as a discussion.

The answers, however random, often can be interpreted as being meaningful. They might seem strange, but they can also contain unexpected advice. Students can talk about this as they look at the answers.

The answers are popular proverbs. So this activity also introduces the use of proverbs.

The idea of this activity is to have an enjoyable and easy role-play, since the structure is very simple. Students might find the rules difficult to understand, but once they do, they will enjoy the activity. The teacher should only explain the rules to those students who cannot understand them. Trying to understand instructions is good for comprehension and problem-solving.

Sample role-play:

Ji-hye: Who are you?

Jenny: My name is Jenny Brown.

Ji-hye: Why have you come to the temple of Apollo?

Jenny: I want to ask the oracle a question.

Ji-hye: What is your question?

Jenny: My question is 'What is the next step in my life?' What should I do? Can you help me?

Ji-hye: The oracle says 'Look before you leap?'

Jenny: I hadn't thought of that. Thank you. Goodbye.

Kevin: What do you think that means?

Seung-min: I think it means that you should think carefully.

Kevin: If I were you I'd take that advice.

Ji-hye: Who are you?

Seung-min: I am Park Seung-min.

Ji-hye: Why have you come to the temple of Apollo?

Seung-min: I want to ask a the oracle a question.
Ji-hye: What is your question?
Seung-min: My question is 'Can I have three more questions?' What do you think?
Ji-hye: The oracle says 'Two wrongs don't make a right.'
Seung-min: You could be right. Thank you. Goodbye.
Kevin: What do you think that means?
Jenny: I think it means you have wasted one of your three questions.
Kevin: Right. In your place I'd think carefully about the next question.
Ji-hye: Who are you?
Kevin: I am Kevin Brown.
Ji-hye: Why have you come to the temple of Apollo?
Kevin: I want to ask a the oracle a question.
Ji-hye: What is your question?
Kevin: My question is 'How can I get better grades?' I don't know what to do.
Ji-hye: The oracle says 'When in Rome, do as the Romans.'
Kevin: That's interesting. Thank you. Goodbye.
Jenny: What do you think that means?
Seung-min: It could mean that you should study as hard as everyone else.
Jenny: Have you thought of that?
Kevin: You could be right.
Ji-hye: I want to ask the oracle some questions. Would someone else like to be the priestess?

Page 40

Words from the Oracle (individuals)

- The student playing Ji-hye uses the proverbs on this page when she is giving the oracle's answer to a question.
- She should choose the answer at random. The recipient will have to figure out what it means and how it answers the question. This should be interesting in itself.

Opinion samples

Here are two more opinion samples (Tracks 27 and 28) for the students. They are not about the oracle, but they give examples of how the students might talk to each other when they are discussing the oracle's answers.