



ENGLISH

Chapter 12 Session A

4th
SECONDARY

GOOD FRIENDS
Suggestions / Second Conditional



 **SACO OLIVEROS**



WRITING

A Formal Letter

- 1 41 Read and listen. Answer the questions.

a Who is Damien writing to?

b Why is he writing to them?

c What examples of formal language does he use?



Young Achievers
514 S. Magnolia St.
Orlando, FL 32806

123 6th St.
Melbourne, FL 32904
12 April

Dear Sir/Madam,
I am writing to nominate my friend Jemima Downside for a Young Achievers Award. Although Jemima is only 13, she has achieved a lot. Her father is ill and cannot work, so Jemima has to look after him while her mother is at work. She does the shopping and the cooking for her whole family as well as her homework every night. However, she never complains and is always happy and cheerful. Furthermore, Jemima has raised over \$3,500 for Cancer Research by doing sponsored swims. In addition, she plays the drums in a local band and always gets excellent grades at school. Most importantly, however, Jemima is a fantastic friend. She is funny, thoughtful, loyal and trustworthy.
For all these reasons I think you should make Jemima a Young Achiever.
Yours faithfully,
Damien Rogers



LANGUAGE FOCUS

Linkers of Addition and Contrast

Although Jemima is only 13, she has achieved a lot.

However, she never complains.

Furthermore, Jemima has raised over \$3,500.

In addition, she plays the drums **and** always gets excellent grades at school.

2 Look at the Language Focus box and complete the rules with the words in bold.

- a** We use _____ and _____ to show contrast.
- b** We use _____, _____ and _____ to show addition.

3 Rewrite the sentences using linkers.

a Tom is a bit eccentric. He's very approachable.

b She's very thoughtful. She's not very reliable.

c My sister is good at sports. She's very clever.

d John can speak five languages. He's now learning Arabic.

- 4** Write a formal letter (120-150 words) recommending a friend to be a Young Achiever.

Writing a Formal Letter

Step 1 > PLAN

Who do you want to recommend? What are his / her achievements? What is he / she like? Include other interesting details.

Step 2 > WRITE

Write a first draft. Divide your letter into four paragraphs. Use linkers.

Step 3 > CHECK

Check your work. Have you used linkers?

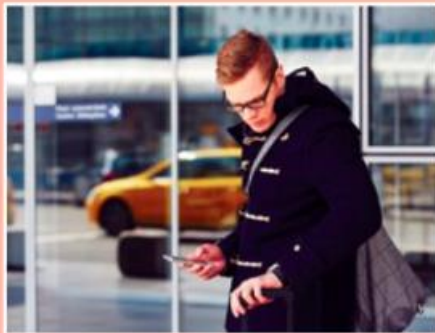
Step 4 > WRITE

Write your final copy and hand in your work.



VOCABULARY IN PICTURES

Making Friends



arrive early



be late



be polite



be rude



VOCABULARY IN PICTURES



bring a present



snap your fingers



interrupt a conversation



jump a line



point at someone



shake hands



take off your shoes



tell jokes



Verb and Noun Collocations



give
advice



give
presents



have an argument



have fun



VOCABULARY IN PICTURES



spend money



spend time



tell lies



tell the truth



Obligation

I / You

He / She / It

We / You / They

must be polite.

have / has to be polite.

- we use *must* and *have to* to show obligation
- in questions about obligation we only use *have to*
Do I **have to** do my homework?



No Obligation

I / You	don't have to come.
He / She / It	doesn't have to come.
We / You / They	don't have to come.

- we use *don't have to* to show there is no obligation or that something isn't necessary
She **doesn't have to** prepare dinner tonight.



Prohibition

I / You / He / She / It / We / You / They

must not be
late.

- we use *must not* to show prohibition. It does not mean the same as *don't have to*
You **must not** be late for school.



Advice

+	I / You	should go.
	He / She / It	
	We / You / They	
-	I / You	shouldn't go.
	He / She / It	
	We / You / They	
?	Should I / you go?	
	Yes, I should. No, I shouldn't.	
	Should he / she / it go?	
	Yes, he should. No, he shouldn't.	
	Should we / you / they go?	
	Yes, we should. No, we shouldn't.	

?

Do I / you **have to** bring a present?

Yes, I **do**. No, I **don't**.

Does he / she / it **have to** bring a present?

Yes, he **does**. No, he **doesn't**.

Do we / you / they **have to** bring a present?

Yes, we **do**. No, we **don't**.

- we use *should* / *shouldn't* to give advice
You **should** eat more fruit.

Second Conditional

<i>if clause</i>	consequence
If he told a lie,	what would you do?
If he told a lie,	I'd be angry.
consequence	<i>if clause</i>
What would you do	if he told a lie?
I'd be angry	if he told a lie.

- we use the second conditional to talk about events in the present and future that are unlikely to happen
- to form second conditional sentences we use *if* + subject + simple past (for the situation), subject + *would* / *wouldn't* + infinitive without *to* (for the consequence)
- when the situation comes first, we use a comma
If I were famous, I'd buy a big house.
- we don't use a comma if the consequence comes first
Len **would be** sad **if I didn't tell** the truth.

- we form questions with (question word) + *would* + subject + infinitive without *to* + *if* + subject + simple past
What **would** you **do if** you **had** an argument with your best friend?
- in the *if* clause, the verb *be* usually takes the form *were* for the first and the third persons
If I **were** you, I wouldn't be rude to your friend.
- however, the form *was* is also used in everyday speech.
If she **was** my friend, I would give her some advice.



Second Conditional

1 Match the sentence beginnings with the endings.

- a If I had enough money,
- b If we had a cell phone with us,
- c It would be fantastic
- d I would tell you the answer
- e If she didn't talk so much,
- f I wouldn't ask her for advice

- 1 if I had wings and could fly!
- 2 she would be less annoying.
- 3 I'd buy an electric guitar.
- 4 if I were you.
- 5 we could call for help.
- 6 if I knew it.

2 Write sentences using the second conditional. Don't forget the comma where necessary.

If I (be) the prime minister / I (build) more hospitals

If I were the prime minister, I would build more hospitals.

a I (not ask) Bob for help / if I (be) you

b He (have) more money / if he (not spend) all his time dreaming

c If people (not drive) so much / this town
(be) cleaner

d If you (wear) a coat / you (not feel) cold

e I (not have to) do the dishes / if we (have) a
dishwasher

- 3** Complete the questions. Then choose your answers and write sentences with *I'd ...* .

The #InstaEnglish Personality Quiz

Are you a lion or a mouse?
Find out with this quiz!

What would you do if you saw (see) a shark swimming towards you in the sea?

- 1** scream and prepare to die
- 2** stick your fingers in its eyes
- 3** swim away fast

I'd scream and prepare to die.

a What would you do if the principal _____ (ask) you to sing in front of the whole school?

- 1 pretend to be ill
 - 2 agree to do it in a month
 - 3 jump up and start singing
-

b What would you do if you _____ (break) your father's computer?

- 1 go and stay at a friend's house for a week
 - 2 tell him and say sorry
 - 3 start saving my allowance
-

c What would you do if you _____ (can) choose a vacation anywhere in the world?

- 1 choose a beach vacation in Europe
 - 2 fly to New York and San Francisco
 - 3 go walking in the Andes
-

d What would you do if you _____ (find) a snake in your tent when you were camping?

- 1 die of fright
 - 2 get out of the tent fast
 - 3 take a picture of it
-

e What would you do if you _____ (go) to a restaurant with a very unusual menu?

- 1** leave immediately
 - 2** pretend to feel ill
 - 3** order the snails and frogs' legs
-



GRAMMAR CHECK

- 1 Read the text and circle the correct answers.

WELCOME TO OAKWOOD SUMMER SCHOOL

We **a** _____ it if we didn't need to have rules! That's why we don't have very many. Please take the time to read them.

ROOMS

Students **b** _____ pay a \$20 deposit for their room key. If you lose your key, you will lose your deposit. For security reasons, you **c** _____ lock your room when you go out. It's OK to make hot drinks in your rooms, but you **d** _____ cook in them.

CLASSES

Every student **e** _____ sign the register before morning classes. No student **f** _____ ever sign in for another student. It is strictly forbidden. Classes start at 9:30 in the morning. You **g** _____ be late.

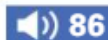
EXCURSIONS

Life wouldn't be much fun for our students if we **h** _____ offer a wide range of excursions. We really recommend them. Of course, you **i** _____ go on them, but we think you **j** _____ try them.

1	2	3
a would prefer	preferred	prefer
b should	must	don't have to
c must not	should	shouldn't
d must	have to	must not
e doesn't have to	has to	must not
f has to	must not	must
g must not	must	don't have to
h don't	wouldn't	didn't
i don't have to	shouldn't	must not
j must	have to	should



2



Listen and check your answers.



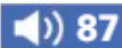
LISTENING

1 87 Listen and complete.

- a All Francesca's friends are _____.
- b Eugenie can keep a _____.
- c Eugenie and Francesca both wanted the main _____ in a _____ at school.
- d Francesca often sees Bryony on the _____.
- e Francesca goes to a _____ after school.



2



Listen again and circle the correct answers.

a Francesca ...

- 1 met Bryony at a sports club.
- 2 doesn't have a brother.
- 3 goes to a school for boys and girls.

b Her friend Eugenie ...

- 1 doesn't like the other girls in the group.
- 2 is not at Francesca's school.
- 3 is in a group of six friends.



c Francesca ...

- 1** sometimes asks Eugenie for advice.
- 2** doesn't like telling Eugenie her secrets.
- 3** usually tells the whole group her problems.

d Eugenie ...

- 1** wasn't jealous of Francesca's role in the play.
- 2** didn't get a part in the play.
- 3** and Francesca think the same things are funny.



e Bryony ...

1 has never met Francesca's new friends.

2 and Francesca are at different schools.

3 and Francesca usually meet during the week.

f Hannah ...

1 and Francesca are going to their sports club this weekend.

2 is at Francesca's school.

3 and Francesca are doing something together this weekend.

