

8 Problems

In this unit, you will ...

- express personal feelings about problems.
- practise using *would like to*, *want to* and *have to*.
- learn to order supporting sentences logically.
- edit lists by ordering ideas logically.
- write about problems or difficulties.

1 In a small group, describe problems you have with one of the following:

- family and friends
- teachers, classes and studying
- money and budgeting
- expressing your feelings and ideas

2 This paragraph is about a problem with parents. Read the paragraph to see if you share the problem and if you agree with the writer.



Talking to Parents

¹ Talking to friends and classmates is easy for a lot of teenage boys, but talking to parents is more difficult. ² Many teenage boys would like to talk to their fathers about their feelings, but they don't know how. ³ Sons often want to know how their fathers feel about them. ⁴ For example, I would like my father to say that he is proud of me. ⁵ However, my father never talks about his feelings. ⁶ He only wants to talk about sports or my schoolwork. ⁷ Parents have to talk to their kids about their feelings, or their children will feel lonely at home.

3 With a partner, answer these questions.

- a. Which sentence is the topic sentence?
- b. What does the concluding sentence do? (You can tick more than one answer.)
1. It restates the topic sentence.
 2. It makes a prediction.
 3. It makes a suggestion.
 4. It summarises the paragraph.
- c. Which of these details and examples could be added to the paragraph on page 55? Explain why the others do not belong.
1. My father is 58 years old.
 2. My father's parents don't talk about their feelings either.
 3. My father is often busy with his job, so I don't have many chances to see him.
 4. Many parents like to play tennis and golf at the weekend.
 5. It's also hard to choose a good birthday present for my father.
 6. I guess if I want to talk with my father, I will have to start more conversations myself.

Language focus: Want to, would like to, have to

Want to and *would like to* are useful expressions for talking about wishes:

I want to get a good job.

Miwa would like to travel overseas.

Note: In speech and informal writing, the contraction *I'd like to* is often used. However, in academic writing, contractions are less common. Use *I would like to* when you write.

Have to shows *obligation* (that you must do something, or that it is required):

Mei Mei has to get up early to get to school on time.

If you want to drive a car, you have to get a driver's licence.

- 4 Read the paragraph on page 55, *Talking to Parents*, again and underline the sentences containing *want to*, *would like to* and *have to*.

- 5 Complete these sentences with the correct form of *want to*, *would like to*, or *have to*.



- Kelly clean her room. It's a mess!
- Ji Eun take dance lessons, but she doesn't have enough money.
- Evan and Erik go to the party, but no-one can give them a lift.
- I go out last night, but I work at my part-time job.
- My parents say if I want a new bicycle, I will pay for it myself.
- If you work in Spain, you learn Spanish.
- My little sister is always bothering me when I be alone.

- 6 Complete these sentences. Then share with a partner.

- I would like
- I have to
- I want to, but I have to
- When I was a child, I wanted to
- Last year, I had to
- I wish I didn't have to!

Writing focus: Order of supporting ideas

After brainstorming ideas for a paragraph, you need to decide which ideas to use and the order you will write the ideas.

Ideas and sentences need to be ordered logically.

- Sentences that are part of the same idea go together.
- Sentences can go in *chronological* (time) order.
- Sentences can go in order of importance (see explanation below).

One way to organise your supporting sentences is to decide which ideas are most important. Writers often put the most important ideas last in a paragraph, so the strongest sentences are the last ones the reader sees. When you edit ideas in a list, you can number them in order of importance.

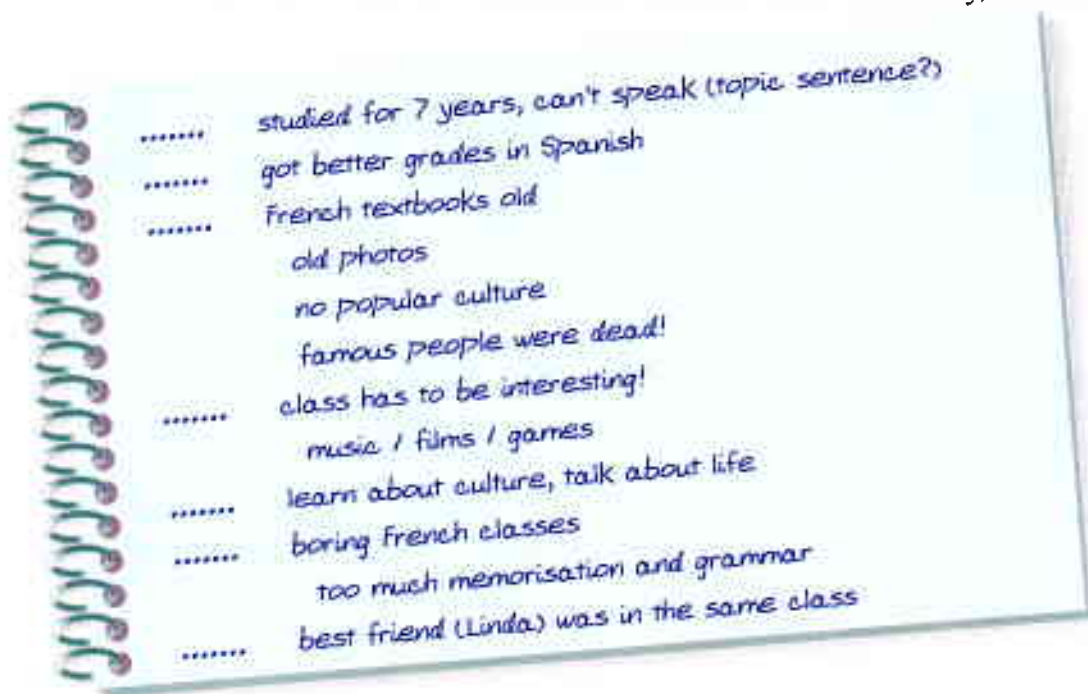
Remember

When brainstorming, ...

- use a separate, whole sheet of paper.
- collect as many ideas as possible (don't stop writing).
- don't worry if you don't like the ideas.
- write short phrases or single words for lists and word maps, and sentences for freewriting.
- after you brainstorm, look at the relevant ideas and brainstorm again.
- edit your brainstorming before you write your paragraph.

7 Look at the list of ideas for a paragraph called *Making Language Classes Interesting*.

- Number the brainstormed ideas in order of importance (write 1 by the most important idea, 2 by the second most important idea, and so on).
- The writer decided not to use two details from the list. Which were they, and why?



- 8 Read the paragraph *Making Language Classes Interesting* to see if the writer's order of importance was the same as yours.

Making Language Classes Interesting

¹ Learning a language is difficult, but it doesn't have to be boring. ² I studied French at school for seven years, but I cannot speak a word of French now. ³ The problem with learning French was my classes, not the language. ⁴ One problem was that our textbooks were too old and boring. ⁵ The pictures were black and white, and the famous singers and film stars had already died! ⁶ We also wanted to learn about popular French culture and talk about our lives in French. ⁷ Students do not want to memorise rules and vocabulary for an hour everyday and nothing else. ⁸ The most important point is that the classroom has to be interesting. ⁹ Students need to play games, listen to music, watch films and talk about them in the foreign language. ¹⁰ Teachers need to make language classes useful and interesting if they want students to learn.

- 9 Look at these sentences for a paragraph called *The Challenge of Running a Marathon*. Number the sentences in chronological order.

- 1 Last year I ran the London marathon, and it was the hardest thing I've ever done.
- 2 The twenty-mile point was the worst because I had been running for three hours, I was hungry, and I was in a lot of pain.
- 3 The beginning of the race was a lot of fun because the crowd was cheering and the sun was shining.
- 4 I had to spend about six months training for the marathon before it even started.
- 5 When I crossed the finish line, I could hardly walk and I felt sick.
- 6 Next year, I would like to watch the marathon but not run it.
- 7 After thirteen miles, the middle of the marathon, my legs began to hurt and I started to get bored.
- 8 On the day of the marathon, I had to get up at 5 a.m. and get to the starting line. It was cold, and everyone was very tired.



10 Look at the paragraph *Not Enough Time* below and do the following.

- Choose *three* of the supporting ideas below the paragraph.
- Write the sentences into the paragraph.
- Put the most important example last.
- Share your paragraph with a partner.

Note: It's OK to have a different order – but be sure to explain your choices!

Not Enough Time

Should I quit my part-time job? I like my job as a waiter in a Chinese restaurant because the food is good, the atmosphere is friendly, and I can earn some money. But it is causing some problems for me.

Even though I like my job, I might quit until I finish school, or ask my boss if I can work fewer hours.

- The cooks let me test the food sometimes, and I am gaining weight.
- I would like to see my friends more often, but I have to work almost every night.
- It's hard for me to finish my homework. I want to concentrate on my studies, but I am too tired after work.
- I want to be a journalist and I would like to spend my free time writing stories about the people in my town. I can't do this and work so many hours.
- I have to drive to work, and my car is very old. I'm afraid it will wear out because I am driving it too much.

- 11** Look again at the paragraph on page 60, *Not Enough Time*. Why did the writer begin with a question? Share your ideas with a partner or group.
- The writer didn't know some information.
 - The writer wanted to get some advice from another person.
 - To make the reader interested in the topic.
 - The writer didn't understand the topic very well.

Put it together

- 12** Choose one of these topics and then brainstorm the topic by making a list.

- A problem with a friend
- A problem at school
- A problem at work
- A problem in your city / school

- 13** Edit your list.

- Cross out ideas you don't want to use and add more ideas if necessary.
- Number the other ideas in order of importance.
- Share your list with a partner, and explain your choices.

- 14** Write a paragraph about your topic and then check your writing.

- 15** Exchange papers with a partner. Include your brainstorming.

- Fill out the Peer Review Form on page 107.
- Talk with your partner and go over each form.

- 16** Read your paragraph again.

- Think about the comments from your partner.
- Make any additions or changes to your paragraph that would make it stronger or more interesting.

- 17** Hand in the second draft of your paragraph to your teacher.