

Longman English

EDGE

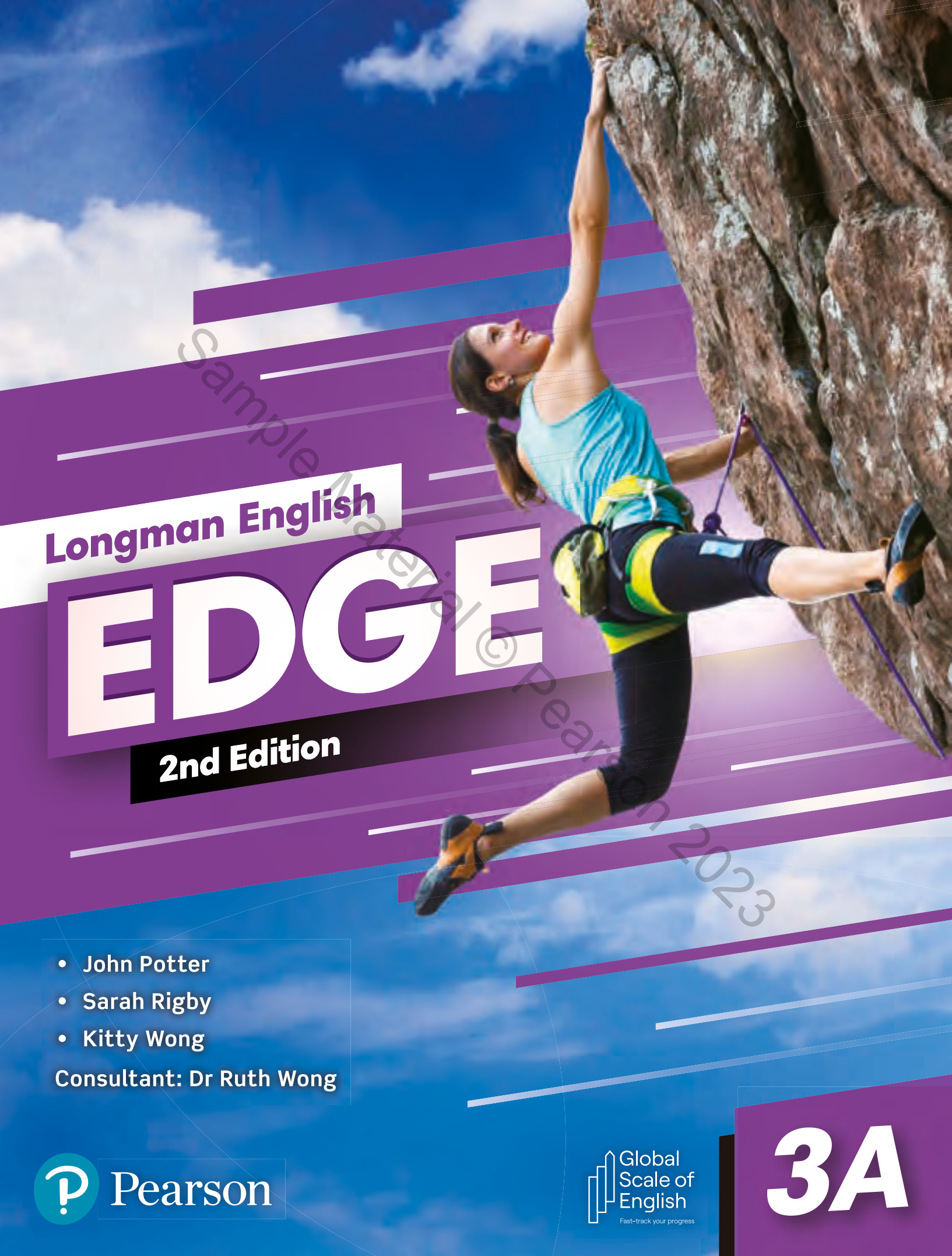
2nd Edition

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3A



1

Feeling good

My learning journey:

Reading

- An extract from a podcast transcript and a poem about coping with stress  Life & Society (Personal & Social Development)
 - A letter and a letter of advice about a teen's problems  Life & Society (Personal & Social Development)
-  **Understanding stated information (III)**

Vocabulary

- Adjectives to describe feelings
- Ways to cope with stress and unhappiness

Language

- Giving advice and talking about necessity (*Should, ought to, must, have to*)
- Talking about imaginary situations (Type 2 conditional sentences)
- Reporting what people asked and replied (Reported speech (II))

Integrated Listening

- A discussion about planning a stress management camp
-  **Listening for stated information (II)**

Speaking

- Making suggestions for Positive Thinking Day

 **Making suggestions (I)**

Task

I will write a **letter of advice** to a peer mentee.

 **Using a sympathetic tone**



Warm-up

Good habits lead to feeling good. How good are your habits? Complete the survey to find out. Tick the answers that best apply to you.

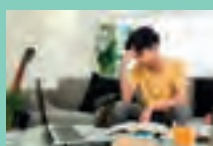
How good are your habits?

1 How much sleep do you get every night?



- A ☐ More than 7 hours
B ☐ 5 to 7 hours
C ☐ Less than 5 hours

4 How organised are you about your schoolwork?



- A ☐ Not bad! I try.
B ☐ Terrible! I often miss deadlines.
C ☐ Very! I love lists!

2 How often do you take a break from social media?



- A ☐ Never
B ☐ Regularly
C ☐ Not often

5 How often do you relax with family or friends?



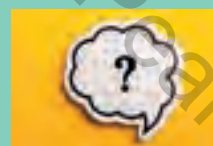
- A ☐ Most weekends
B ☐ Once a month
C ☐ Rarely

3 Do you have regular meals?



- A ☐ Sometimes
B ☐ Always
C ☐ Never

6 Which statement sounds most like you?



- A ☐ I feel overwhelmed most of the time.
B ☐ I feel good most of the time.
C ☐ I'm OK but sometimes I don't feel that good.

So, how good are your habits? Calculate your score using the scoring guide below.

- | | |
|-----------------|-----------------|
| 1 A=3, B=2, C=1 | 4 A=2, B=1, C=3 |
| 2 A=1, B=3, C=2 | 5 A=3, B=2, C=1 |
| 3 A=2, B=3, C=1 | 6 A=1, B=3, C=2 |

Your score:

If you scored ...

- 6–10** Whoa! You would feel better if you changed your habits.
11–14 Your habits are OK. However, there are a few habits you could improve.
15–18 Well done! You have some good habits and probably feel good most of the time. Keep up the good work!

Work in groups. Compare your answers to the survey with your group members' answers. Do you agree with the results? Why or why not? How could you improve your habits to feel better?

Pre-reading

1 Skim the text.

Who is the podcast aimed at?



Look at the first three paragraphs of the transcript.

2 Match these words (A–C) with their meanings.

A handle (v) (line 3)

☐ plans for achieving something

B strategies (n) (line 7)

☐ resting and relaxing after a lot of work

C winding down (phr v) (line 11)

☐ deal with a situation or problem

All of us face some kind of stress every day. Read the following extract from a podcast transcript to find out more about coping with stress.

Dealing with Stress

Zak: **1** Welcome to *Yabber*, a weekly podcast for teens by teens. I'm your host Zak Chu and today I'm joined by Secondary 3 student Diana Lee to talk about something that we all face every day, and that is how to handle stress ... Diana, you have something to add?

Diana: **2** Yes, most importantly, things we should do to relax.

5 Zak: **3** Exactly. We teens face all kinds of stress — from studies to relationships to family. That's why we feel frazzled most of the time. Diana, I know you wrote a well-received article in your school magazine about stress. Could you share some of your strategies from it?

Diana: **4** Well, Zak, I think the most important strategy is to engage in physical activities while spending time in nature. In my article, I suggested doing *tai chi* in a quiet place like Po Lin Monastery on Lantau Island or hiking to Long Ke Wan Beach in Sai Kung. Both are also great places for winding down. There is nothing like sitting calmly — you get to listen to the wind in the trees or the sound of waves. You ought to try it.

Zak: **5** Yikes! I'm glad that works for you, Diana. I'm feeling stressed just thinking about making such long journeys. It's so inconvenient. And isn't *tai chi* for oldies? I prefer to sit quietly at my computer and make a list of what is worrying me. If I were you, I would give it a try! It takes less time than going on long hikes!

Diana: **6** Well, one thing I've learnt is that everyone has their own way of dealing with stress. You have to be careful about too much screen time though. How well do you sleep, Zak?

Zak: **7** Terribly! It drives me nuts and I wake up feeling tired and depressed. And then I feel worse when I can't concentrate at school like all my classmates. I feel worthless when that happens. What would you do if you were me?

Diana: **8** First, you should stop comparing yourself with others. It doesn't help. If I were you, I would stop and give myself a hug. Wrap your arms around yourself, count your blessings and love yourself for the beautiful person you are. It'll remind you about the importance of self-love. I'm going to text you a poem now to do just that.

Zak: **9** Great advice! Thank you for the poem too! Now ...

Give Yourself a Hug

by Grace Nichols

Give yourself a hug
when you feel unloved

Give yourself a hug
when people put on airs
to make you feel a bug

Give yourself a hug
when everyone seems to give you
a cold-shoulder shrug

Give yourself a hug —
a big big hug

And keep on singing
'Only one in a million like me
Only one in a million-billion-
trillion-zillion like me.'



Grammar in text

We can use **Type 2 conditional sentences** to talk about imaginary situations and to give advice.

If I were you, I would talk to my teacher.

What examples can you find in the text? Underline them.

Values corner

Be positive

Diana has suggested positive ways to handle stress. How do you cope with stress positively?

Appreciate what you have

Take time to count your blessings. What things are you grateful for?



Reading skill

Understanding stated information (III)

When we answer questions about stated information, we may sometimes need to look for information in different places in the text. For example:

Nancy caught Bus No. 11 to Tai O. The village is famous for its stilt houses.

She took photos of them there in the afternoon.

What did Nancy do in the afternoon? _____

Part A Answer the questions using information from Reading 1. For multiple choice questions, blacken one circle only.



- 1 In paragraphs 1–2, what do Zak and Diana say they are going to talk about?

- 2 Diana is appearing on the podcast because she ____.

- ☐ A is a Secondary 3 student
☐ B is the host
☐ C is Zak's friend
☐ D wrote a good article about stress

- 3 Why does Diana mention Po Lin Monastery and Long Ke Wan Beach?

- 4 In what tone would Zak say 'Yikes' (line 13)?

- ☐ A happy
☐ B interested
☐ C relieved
☐ D shocked

- 5 What does 'such long journeys' (line 14) refer to?

- 6 In paragraph 5, what two reasons does Zak give for believing his strategy is better than Diana's?

- 7 Why does Diana ask, 'How well do you sleep, Zak?' (line 18)?

- 8 In line 19, 'drives me nuts' is closest in meaning to ____.

- ☐ A annoys me
☐ B makes me feel tired
☐ C makes me hungry
☐ D worries me



- 9 Why does Diana send Zak a poem?

- 10 What is the main idea of the song mentioned in the poem?

- ☐ A Everyone is special.
☐ B Hugging people feels good.
☐ C People feel like bugs.
☐ D Singing makes people feel better.

Pre-reading

1 Skim the text.

Why does Unhappy Teen write a letter to Alex?



Read the first and last paragraphs of the first letter quickly.

2 Predict what's in the texts.

What problems do you think Unhappy Teen has?



Use your own experience to think about the typical problems that teens have.

Read this letter to Alex, the agony aunt for the teen newspaper 'Young Times', and Alex's reply.

Young Times

CAN

WE

TALK?



L1 Dear Alex

I'm feeling depressed. I'd like some help.

The first problem is I'm falling behind at school, but I can't figure out why. No matter how hard

5 I try, I fail. Why can my classmates do so well without needing to make any effort?

Then, to make things worse, my mum is getting really strict. Last night, when she saw me on my phone, she asked me who I was messaging.

10 Then she made me switch it off and said I should focus on my studies and not waste time messaging. Why is she like that?

If you were me, what would you do?

I look forward to your reply.

15 Unhappy Teen

L2 Dear Unhappy Teen

I'm sorry to hear about your problems and I hope I can help.

First, you mentioned you're having problems

5 with schoolwork. I understand how frustrated you feel. If I were in your shoes, I would feel the same. You also asked me why your classmates could do so well without trying.

Well, first of all, you must believe you can

10 excel too. My advice is to work out what kind of learner you are. Here are the three most common kinds and what you should do if you're that type of learner:

- 15 **1** Number smart: You're good at problem-solving and maths. Draw charts and graphs and arrange notes under numbered headings.
- 2** Word smart: You love words and phrases and like reading and playing word games such as Scrabble. Make detailed flashcards and extensive notes.
- 20 **3** Picture smart: You're good at art and design. This kind of learner should add pictures to their notes and use diagrams for organisation.

One other piece of advice about schoolwork — you must stop comparing yourself with others!

- 25 Regarding your mum's reaction, I'm sure she's doing this out of love. She wants to protect you. If I were you, I would try talking to her and letting her know your feelings. You can work out some rules together and prove to her that you can keep to them. You also ought to try and see her point of view and handle any disagreements calmly. This will help her trust you and give you more freedom.
- 30

I hope you find this advice helpful.

Good luck

Alex



Grammar in text

We can use **reported speech** to report questions.

He asked me why I was unhappy.

What examples can you find in the text? Underline them.

Values corner

Be empathetic

Are you empathetic like Alex, and do you try to understand how others feel? How can empathy help to build and maintain close relationships?

Comprehension 2



Part A Text analysis Match the phrases and sentences from the two letters (L1 and L2) in Reading 2 with their functions. Write the letters (A–H) in the spaces provided.

Phrases / Sentences	
1 I'd like some help. (L1, line 2)	
2 The first problem is ... (L1, line 3)	
3 Then, to make things worse, ... (L1, line 7)	
4 If you were me, what would you do? (L1, line 13)	
5 I'm sorry ... I hope I can help. (L2, lines 2–3)	
6 My advice is ... (L2, line 10)	
7 If I were you, I would ... (L2, line 26)	
8 I hope you find this advice helpful. (L2, line 31)	

Function

- A** Asks for advice.
- B** Ends with a hope for the future.
- C** Gives advice for the first problem.
- D** Gives advice for the second problem.
- E** Introduces the first problem.
- F** Introduces the second problem.
- G** Requests help.
- H** Shows empathy and expresses a wish to help.

A What are some other parts of speech of the words below? Write one word in each space provided.

	Noun	Verb	Adjective	Adverb
a)				calmly
b)		concentrate		
c)			depressed	
d)	freedom			
e)			inconvenient	
f)	number		numbered	
g)		protect		
h)	stress			

B Use some of the words from Part A to fill in the blanks below.

Recent research reveals that the ¹ _____ of people suffering from ² _____ has increased drastically over the past two years. Sufferers show some of the following symptoms:

- They find it difficult to focus and can't ³ _____ even on simple tasks. No matter how hard they try, their mind keeps wandering ⁴ _____. They lose ⁵ _____ very quickly and their mind starts to drift off again.
- They always feel ⁶ _____ and restless, and find it impossible to remain ⁷ _____.
- They lose interest in everything they do.

How can you ⁸ _____ yourself from these negative feelings? First, never continually focus on negative thoughts. Second, exercise regularly. If it is ⁹ _____ for you to go out to exercise, then do some at home, like stretching or walking.

Adjectives to describe feelings

- | | | | |
|-------------|--------------|--------------|---------------|
| A confused | C frazzled | E grateful | G pessimistic |
| B depressed | D frustrated | F optimistic | H worthless |

A Complete the following sentences with the adjectives above. Write the letters (A–H) in the boxes.

If you feel ..., you ...

- | | |
|---|--|
| 1 | feel thankful. |
| 2 | feel very unhappy and hopeless. |
| 3 | think you have no good qualities or useful skills. |
| 4 | don't understand something or can't think clearly. |
| 5 | believe that good things will happen in the future. |
| 6 | think that bad things are going to happen. |
| 7 | feel extremely tired and slightly worried, for example, after a busy day. |
| 8 | feel annoyed and upset because you can't control a situation or achieve something. |

B Some students at a counselling workshop have been given a task. Read the task instruction and help them to complete their responses using the **adjectives to describe feelings** from the box above.



I'm going to give you a piece of paper. Please write down how you feel right now and tell us why you feel that way.

I feel ¹ _____ because my dad had been very sick for months but he had an operation last week and now seems to be recovering well. I'm ² _____ that he'll recover fully very soon.

Katie Fung

I feel a bit ³ _____ because my parents always think that I'm lazy but I've already tried my best. Maybe I'm not good enough. It makes me feel ⁴ _____.

Tim Jones

I feel a bit ⁵ _____. I'm so unhappy because my closest friend won't talk to me. I asked her if I'd done something wrong but she said I hadn't. I'm really ⁶ _____. I don't know what has happened.

Kevin Ali

I feel ⁷ _____ today — I only slept three hours last night because I had to work on my Science project. I feel quite ⁸ _____ about it. I don't think I can finish it on time.

Maria Lee



Note
Should, ought to and must are modal verbs. They are always followed by a bare infinitive.

Giving advice and talking about necessity (Should, ought to, must, have to)

We often use **should**, **ought to**, **must** and **have to** to give advice. **Must** and **have to** are stronger than **should** and **ought to**.

	The speaker thinks something is ...	Example
should, ought to	good or right to do	You should / ought to count your blessings.
should not, shouldn't, ought not to, oughtn't to	not good or right to do	You should not / shouldn't / ought not to / oughtn't to dwell on the past.
must, have to	necessary to do	You must / have to listen to the doctor's advice.
must not, mustn't	necessary to not do	You must not / mustn't worry about what other people think.

We sometimes use **have to** not because of what the speaker thinks, but because of other reasons.

You **have to** go. Your dad is waiting for you outside. (= Your dad expects you to leave since he is waiting for you.)

You **have to** arrive before ten. It's a new rule. (= It is necessary to follow rules.)

Let's practise Look at the problems the following students have and give them some advice using the word or phrase in brackets.

You can use these phrases:

- go online before you sleep
- go to bed earlier
- ignore their problem
- join some school clubs
- let them know how you feel
- stay at home all the time
- tell a teacher
- think the same way

I have no friends.

You ¹ _____ . (should)
You ² _____ . (shouldn't)

I'm always tired.

You ³ _____ . (must)
⁴ _____ (mustn't)

My parents think I'm worthless.

⁵ _____ (ought to)
⁶ _____ (oughtn't to)

My friends are being cyberbullied.

⁷ _____ (have to)
⁸ _____ (mustn't)

- A** Jo and Lynn are designing a survey form on happiness. There is a mistake in each question. Underline the mistakes and write the correct words in the spaces provided.

A Survey on Happiness



Part 1

- 1 Are you the optimistic person? _____
- 2 Do you often compared yourself with others? _____
- 3 How often do you spent time in nature? _____
- 4 When did you last had a good laugh with your family or friends? _____

Part 2

- 5 If your friend told you that his / her parents were unreasonably strict, what advice will you give him / her ?

- 6 If your friend want to start smoking, what would you say to convince him / her not to do so?

- 7 If your friend keep complaining about everything, what would you say to him / her?

- B** Jo and Lynn have finished conducting the survey and are now writing up the report. Help them complete the first part of the report using the information above.

Report on Happiness Survey

A survey was conducted last month to find out how happy students at our school were. The survey was divided into two parts. In Part 1, students were asked ¹ _____ and ² _____. For the first question, less than one third of respondents said 'yes' and more than three quarters of them answered 'yes' to the second question. We also asked students ³ _____ and ⁴ _____. In general, most students seldom spent time in nature and many of them could not recall having a good laugh recently.

- C** Look at Part 2 of the survey form again. Write some advice for your friend in the space below each question.



Listening skill

Listening for stated information (II)

When we listen for information, we can listen for paraphrased words or phrases.

What we see on the note sheet	What we hear
Audience:	'And who are we presenting to for this workshop?'
Roles of a mentor:	'Basically the mentor looks after two main things. '
Suggestions for the layout of PowerPoint slides:	'Any comments on the presentation, I mean the way it looks ...? '
Course length:	'each one lasts for ten sessions'



Let's listen Listen to a Student Council planning a stress management camp. Complete the note sheet using information from the discussion and the sticky note below.



Activity: Stress Management Camp

Dates: ¹ _____

Venue: ² _____

Participants: ³ _____

Thanks for the meeting this morning. I have one more idea: Let's all each design a game. Please aim to get that done by 10 / 10.

Jamie

Date of completion	Person responsible (J = Jamie; S = Sunny; L = Linda)	Work to do
⁴ _____	J	Plan a ⁵ _____
2nd Oct	⁶ _____	Find out more about ⁷ _____
⁸ _____	⁹ _____	Contact ¹⁰ _____
¹¹ _____	All	¹² _____



Speaking skill

Making suggestions (I)

In a discussion, we may need to make suggestions. We should make sure the ideas we give add something new to the discussion, rather than simply repeat what someone else has said. We can use different expressions to make suggestions but pay attention to the form of the verb after each expression.

*I suggest **organising** a Positive Thinking Week.*

*Let's **collect** opinions from the students and see what they think about the idea.*

*What about **starting** an agony aunt column on our school website?*

*Perhaps we should **invite** the school social worker to give a talk on stress management skills.*

*Why don't we **consult** the principal first?*

Read the following poster about Positive Thinking Day.

Positive Thinking Day

Positive Thinking Day is celebrated on 13th September every year.

It is a day all about having a positive attitude and thinking positive thoughts.

How can you celebrate Positive Thinking Day? Here are some ideas to start you off:



- Start the day by saying something positive to ourselves.



- Remind ourselves to be grateful for the simple things in life.



- Read a motivational book.



- Watch a motivational film.



- Try some random acts of kindness.

Now work in groups of four. Based on the above ideas, take turns in making a suggestion about how to celebrate Positive Thinking Day. You can also add other ideas.

Dear Nico

I need your help. I've been feeling very stressed this term. There's been so much homework and I have quizzes and tests every week. Sometimes there are
5 more than one on the same day. I find it very difficult to handle. I study until very late every night and then feel very tired the next day.

However, my mum doesn't think I'm working hard at all. When she sees me listening to music or chatting
10 with my friends, she gets very angry. Do you think she's unreasonable?

I really don't know what to do. Please can you give me some advice?

Charlie

Write a letter of advice

You are Nico. You are a peer mentor in the Peer Mentorship Programme at your school. Your peer mentee, who is studying in Secondary 1, has sent you a letter asking for advice on some issues. Read the letter above and write a letter of advice to your mentee.

STEP 1 Get ready

Let's look at the genre and audience and work out the purpose(s) and style for this task. Tick the correct boxes.

Genre: Letter of advice

Audience: a junior secondary student

Purpose(s): ☐ to argue ☐ to entertain
☐ to give advice ☐ to give opinions

Style: ☐ informal ☐ semi-formal ☐ formal

In this letter of advice, you are going to address your peer mentee's problems and help to solve them. The style of the letter should be ...

☐ entertaining ☐ friendly
☐ humorous ☐ sympathetic

Vocabulary Bank

Adjectives to describe feelings

confused (*adj*) p. 10

frustrated (*adj*) p. 8

overwhelmed (*adj*) p. 3

stressed (*adj*) p. 4

depressed (*adj*) p. 5

grateful (*adj*) p. 12

pessimistic (*adj*) p. 12

worthless (*adj*) p. 5

frazzled (*adj*) p. 4

optimistic (*adj*) p. 12

restless (*adj*) p. 11

Ways to cope with stress and unhappiness

count your blessings (*exp*) p. 5

embrace change (*exp*) p. 13

have a good laugh (*exp*) p. 13

meditate (*v*) p. 13

stop comparing yourself with others (*exp*) p. 5

don't dwell on the past (*exp*) p. 13

engage in physical activities (*v phr*) p. 4

make a list (*v phr*) p. 4

spend time in nature (*v phr*) p. 4

wind down (*phr v*) p. 4

Good study habits

avoid distractions (*v phr*) p. 25

form a study group (*v phr*) p. 25

set study goals (*v phr*) p. 25

work out a study plan (*v phr*) p. 25

don't cram for your tests (*v phr*) p. 25

review your notes after class (*v phr*) p. 25

space out your revision (*v phr*) p. 25

Other vocabulary

act of kindness (*n phr*) p. 20

convince (*v*) p. 18

extensive (*adj*) p. 9

get sth* back (*phr v*) p. 15

medium of instruction (*n phr*) p. 22

motivational (*adj*) p. 20

random (*adj*) p. 20

strategy (*n*) p. 4

unreasonable (*adj*) p. 21

agony aunt (*n phr*) p. 8

deadline (*n*) p. 3

fall behind (*phr v*) p. 8

handle (*v*) p. 4

mentee (*n*) p. 21

peer (*n*) p. 21

recall (*v*) p. 18

stress management (*n phr*) p. 19

be in sb's* shoes (*v phr*) p. 8

drive sb* nuts (*v phr*) p. 5

figure out (*phr v*) p. 8

look forward to (*phr v*) p. 8

mentor (*n*) p. 19

problem-solving (*adj*) p. 9

social worker (*n phr*) p. 16

uncertainty (*n*) p. 13

Self-assessment

How much have you learnt in this unit?
Go to the online platform to find out!

* sb = somebody, sth = something