



What should I do?

Problem Cards	Advice cards
<p>You are exercising with your best friend when she stops running and says her chest hurts.</p>	<p>You should take her to a cardiologist.</p>
<p>You are spending too much money on paper for your printer.</p>	<p>You should try to recycle paper and use both sides when you print documents.</p>
<p>You eat too much ice cream and chocolate and can't fit into your jeans.</p>	<p>You should try to eat more fruit and vegetables.</p>
<p>You want to travel to Florida for Christmas but you don't have enough money right now.</p>	<p>You should try to get a temporary job to earn a little more money before December.</p>
<p>You are at a party when you see a very attractive person you don't know.</p>	<p>You should go talk to that person and see if he / she wants to go out on a date.</p>
<p>Your car has been broken into three times in the past month.</p>	<p>You should buy a car alarm and park in a safer place.</p>
<p>Your boss gave you a big project to do in one week but you won't have time to finish it.</p>	<p>You should try to get an assistant to help you.</p>
<p>A person you don't like very much is worried that he / she is going to fail the English test tomorrow.</p>	<p>You should offer to help this person study for the test.</p>
<p>Your aunt was in a car accident and is in the hospital.</p>	<p>You should buy some flowers and visit her to cheer her up.</p>
<p>Your sister is going to marry a man who doesn't love her.</p>	<p>You should try to stop her from getting married.</p>

Unit 12B



Teacher's Notes

What should I do?

Interaction

Whole class

Aim

To practice using the modal auxiliary *should*.

Time

15–20 minutes

Skills

Speaking

Reading

Grammar and functions

Modal auxiliary *should*

Describing a problem

Asking for and giving advice

Vocabulary

Review of words learned in unit 12

Preparation

Photocopy and cut apart the cards. Make sure you have one card for each student in the class and that for each problem card there's a corresponding advice card. If you have less than twenty students in the class, take out some cards, making sure to remove corresponding pairs. If you have more than twenty students in the class, duplicate some of the pairs.

Note: This activity should be played by an even number of students. If there's an odd number of students in the class, one student should pair up with another student and work as a pair using one card.

Answers

The cards are in the correct order on the worksheet.

Procedure

- 1 Introduce the topic by describing a problem and asking students for advice, e.g. *My husband / wife thinks I spend too much money. What should I do?*
- 2 When you are sure students are comfortable with the use of the modal auxiliary *should*, shuffle the cards and distribute them randomly, giving one to each student in the class.
- 3 Explain the activity. Some students have problem cards and others have advice cards. The students with the problem cards should move around the room asking for advice. The students with the advice cards should move around the room giving advice to students with problems.
- 4 The object of the game is to find matching pairs.
- 5 Allow students some minutes to read their cards and familiarize themselves with the information.
- 6 Set a time limit of ten minutes and ask them to start the activity.
- 7 When students find their partners, ask them to go to the front of the class and stay together.
- 8 When time is up, ask each pair to read its problem and advice aloud. Check that there's a suitable piece of advice for each problem.

Option

Give a problem or advice card to each student in the class. Tell the students with the problem cards to write down a suitable piece of advice for that problem. Tell the students with the advice cards to think up a problem to match the piece of advice they have received.

Additional ideas

Divide the students into three groups. Write three complicated problems on the board and ask each group of students to choose one to discuss, e.g. *You find out your best friend is a drug dealer. What should you do?*