



36

Dear Sue,  
what should I do?



Dear Sue  
I'm 21 and in the next few days  
I've got to make a decision  
about my future career.

What should I do?

Dear Sue  
I've fallen in love with someone  
who also seems to be attracted  
to me, but there is a problem.

What do you suggest?

Dear Sue  
I've fallen out with my  
parents because of a  
stupid argument.

Can you give me some  
advice?

Dear Sue  
While I was on holiday last  
month I got involved with  
someone.

Should I stay in touch or  
should I break it off now?

Dear Sue  
I'm in love with two people.

Which one should I choose?

Dear Sue  
I'm getting married next month and  
everything's arranged but I can't  
forget what happened at my sister's  
wedding two years ago.

How can I make sure the same doesn't  
happen again?

**Teacher's Notes**

*Dear Sue, what should I do?*

**Worksheet**

**36**

**ACTIVITY**

Pairwork: speaking, writing

**AIM**

To write letters asking for and giving advice.

**GRAMMAR AND FUNCTIONS**

Expressions for giving advice:

*If I were you, I would ...*

*I think you should/ought to ...*

*In my opinion, you should/ought to ...*

**VOCABULARY**

Personal relationships

**PREPARATION**

Make one copy of the worksheet for each group of 12 students in the class and cut it into sections as indicated.

**TIME**

30 to 40 minutes

**PROCEDURE**

- 1 Ask the students to suggest where people can get advice if they have a problem. Explain what a 'problem page' is.
- 2 If there are more than 12 students in the class, divide them into groups and ask them to work with a partner from the same group. There should be an even number of pairs in each group.
- 3 Give each pair of students one section of the worksheet.
- 4 Explain that each pair of students in the group has a different beginning and ending of a letter addressed to a problem page and that they are going to invent the missing details and write them down in the space provided. Encourage the students to be as imaginative or as amusing as they like and be on hand to offer help as this is quite a challenging task.
- 5 When they have done that, ask them to give their letter to the pair of students on their left.
- 6 Ask the students to read the letter they have received and to write a reply, giving advice for the problem. Encourage them to use the target language at this stage of the activity.
- 7 When they have done that, ask them to keep their replies and give the original problem letter to the pair of students on their left. Ask them to write a reply to the letter they have just received on a separate piece of paper.
- 8 Repeat the activity until pairs of students have written replies to several letters.
- 9 Now ask them to give their replies back to the students who wrote the original problem letters.
- 10 Pairs of students read the replies to their letter and choose the best advice.