

1 Put the sentences in the correct order to make a dialogue.

- ☐ **Hannah** Yes, that's a good idea. Thanks, Izzy.
- ☐ **Izzy** Yes, of course. What's the problem?
- ☒ **Hannah** Hi, Izzy. Can I ask your advice about something?
- ☐ **Izzy** Yes ...
- ☐ **Hannah** Well, I'm really excited about it. But we have to practise every day and I'm worried I haven't got time to do my homework.
- ☐ **Izzy** No, you shouldn't do that. But you should talk to the teacher who organises the play. You should explain how difficult it is to do your homework and practise for the play every day.
- ☐ **Hannah** What do you think I should do? I'm really tired. Should I stop doing the play?
- ☐ **Izzy** Oh dear.
- ☐ **Hannah** Well, you know I'm in the school play this year ...

2 Work in pairs. Practise the dialogue.

3 Put the key phrases from the dialogue below into the correct category.

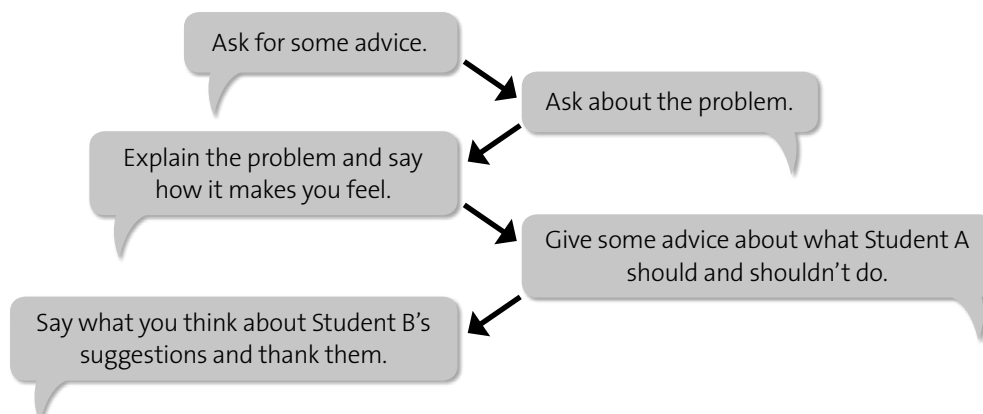
Can I ask your advice about something? No, you shouldn't do that.
 Should I stop doing the play? What do you think I should do?
 What's the problem? Yes, that's a good idea. You should explain ...

Asking for and receiving advice	Giving advice

4 **SPEAKING** Work in pairs. Make a dialogue. Use the dialogue in exercise 1 to help you.

Student A Your best friend is angry with you because you don't want him or her to copy your work. Ask Student B for some advice on what to do.

Student B Student A wants some advice. Listen to the problem and give them some advice.



2 Functional Language Practice: Giving advice

Aims: To review and practise language for giving advice.
This draws on the language in lesson 2G.

Time: 15–20 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to put the dialogue in the correct order. Tell them that they don't have to understand every word of the dialogue, but they should think about the general meaning, as this will help them to do the task.
- Check answers with the class.

KEY

- 1 **Hannah** Hi, Izzy. Can I ask your advice about something?
- 2 **Izzy** Yes, of course. What's the problem?
- 3 **Hannah** Well, you know I'm in the school play this year ...
- 4 **Izzy** Yes ...
- 5 **Hannah** Well, I'm really excited about it. But we have to practise every day and I'm worried I haven't got time to do my homework.
- 6 **Izzy** Oh dear.
- 7 **Hannah** What do you think I should do? I'm really tired. Should I stop doing the play?
- 8 **Izzy** No, you shouldn't do that. But you should talk to the teacher who organises the play. You should explain how difficult it is to do your homework and practise for the play every day.
- 9 **Hannah** Yes, that's a good idea. Thanks, Izzy.

Exercise 2

- Students read out the dialogue in pairs. Make sure they swap roles so both students can read each part.
- With a **stronger class**, you could write key words for each line on the board and ask students to do it without looking at the dialogue itself.

Exercise 3

- Go through the phrases and ask students to put them in the right category. They should be able to do this without looking at the dialogue.

KEY

Asking for and receiving advice

Can I ask your advice about something?

Should I stop doing the play?

What do you think I should do?

Yes, that's a good idea.

Giving advice

No, you shouldn't do that.

What's the problem?

You should explain ...

Exercise 4

- Students work in pairs. Remind them to use the dialogue in exercise 1 and the phrases in exercise 3 to help them prepare their dialogue.
- Give them plenty of time to practise their dialogue so that both students can do both parts.
- Ask a few pairs of students to perform their dialogues in front of the class.