

1 You Should Exercise More

Giving Advice

Target patterns:	Should / Shouldn't How about . . . -ing?
Communication skills:	At the doctor Talking about health Advice and suggestions
Language sets:	Parts of the body Aches and pains Problems

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Warm Up

Correct the Mistake

Act out a problem. Encourage the students to ask "What's the matter?" and tell them a problem that does not fit your mime or gestures. Help the students correct you. The students then do the activity in pairs, groups or as a class.

What's the Matter?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's the matter with Marc?
Anything else?

Follow-up questions

Does he have toothache?
Does he have a stomachache?
Does his finger hurt?

Comprehension – personalization

T: *Marc has a toothache and a backache,*
All students:
No! He has a headache and a stomachache!
T: *His foot hurts.*
All students:
No! His back hurts!
Hold your stomach.
T: *I have a headache.*
All students:
No! You have a stomachache!
Hold your ankle.
T: *My knee hurts.*
All students:
No! Your ankle hurts!

Personalization

The students ask each other what problems they think friends or family members or famous people have. The activity can be done in pairs, groups or as a whole class.

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Warm Up

Words and Numbers

Write a puzzle with words and numbers on the board, and see if the students can solve the puzzle. The numbers indicate how long or how often you do each of the activities indicated by the words. Give hints and help when necessary. The students then do the activity in pairs, groups, or as a class.

Do You Exercise?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What exercise does he take?
How long does he sleep?

Follow-up questions

When does he walk upstairs?
What time does he go to bed?
What time do you go to bed?
What should he do?
What shouldn't he do?

Comprehension – personalization

T: *Does he take much exercise?*
S1: *No, he doesn't.*
S1: *What exercise does he take?*
S2: *He walks downstairs in the morning. He walks to his car. He walks upstairs in the evening.*
S2: *What exercise do you take?*
S3: *I . . .*
T: *Does he sleep twelve hours a night?*
S4: *No, he doesn't.*
How long does he sleep?
S5: *He sleeps about six hours a night.*
How long do you sleep?
T: *I sleep about . . .*

T: *What should he do?*

All students:

He should exercise more, and he shouldn't go to bed so late.

Say real or imaginary problems that you have (e.g. *I can't sleep, I don't like my apartment*). Ask for advice, saying, *What should I do?* Encourage the students to say, *You should/shouldn't ...*

Personalization

In pairs or groups, one student states a real or imaginary problem and the others give advice. They can take turns to think of problems.

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Word Building Problems

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

My arm hurts.

I think my sister has a stomachache.

I think one of my friends has a sore throat.

Controlled Practice

Giving Advice

The students ask and answer, *"Where does he/she live?"* about each picture.

Answers

2. *He should wear glasses.*

3. *He should study hard.*

4. *He should practice every day.*

5. *She should buy a new car.*

6. *He should look for a new girlfriend.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I think I should study English every day.

I think one of my friends should go to the doctor.

I think another friend should eat vegetables.

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Warm Up How About?

Look sad and tell the students a real or imaginary problem. Encourage the students to give you advice using the pattern, *"How about ...?"* The students then do the activity in pairs, groups, or as a class.

Juliet Doesn't Love Me

The students can listen to the dialog, read it, or do both.

Anticipation questions

How often does he send Juliet flowers?

Who is Juliet's new boyfriend?

Follow-up questions

What's the matter with Romeo?

What's the matter with you?

How often does he write to her?

How often do you write letters?

How often does he sing under her balcony?

How often do you sing?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Put the students in pairs. One student plays the role of a psychiatrist. The other student is him/herself or plays the role of a famous person.

Let the conversation happen naturally – though, if necessary, encourage the students to use the patterns in the dialog. The students can take turns being the psychiatrist.

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Communication Activities

A. Team Advice

Divide the class into two teams or pairs of teams. A student from one team thinks of a problem. Each of the students from the other team quickly gives advice, one after the other, without pausing. They cannot repeat any advice given by either team.

B. Good Advice?

Divide the class into two teams or pairs of teams. A student from one team secretly writes down a problem. Each member of the opposing team gives advice. The student who thought of the problem then reveals the problem.

C. Mime

Divide the class into teams. Place the problem cards in a pile the same distance from each of the teams. A student from each team turns over a card, hurries to his/her team, and mimes the problem. After the team has guessed the problem, they give some advice, and another member of the team hurries to look at the next card.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

David: *I have a headache.*
You: *You should take some medicine.*
David: *I can't sleep.*
You: *You should relax more.*
David: *I'm very hungry.*

You: *How about having a sandwich?*
David: *I'm very tired.*
You: *You shouldn't go to bed so late.*
David: *Thank you for your advice.*

Picture prompts

She has a sore throat.
He has a broken leg.
Her shoulder hurts.
He should wear glasses.
He should study hard.
She should buy a new car.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.