**Teachers’ notes**

**Problem Solving Getting and Giving Advice B1.2**

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| **Learning outcomes**Problem, Solution, Help, Support  By the end of the lesson students will have:   * looked at different ways to deal with a variety of different problems * explored some of the places and people they can go to for help * practised giving each other advice |

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| **Materials**  Student handout / PPT  Problem cards  All images taken from www.pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify lesson objectives | **PPT** |
| **20 minutes** | * To engage learners and generate interest tell students about a recent problem you have had then ask 2-3 students to tell you about a similar problem they have had. You could also ask them how they dealt with it. Give them some suggestions e.g. with their accommodation, after they have bought something. Ask them if children and adults have the same problems. Elicit some of the different problems children and adults might have. * Show them the mind map and tell them to work in pairs to decide whether the problems noted are likely to be experienced by a) somebody under 18, b) somebody over 18, c) anybody. Conduct whole class feedback. There are no correct answers. * Put students in small groups and tell them to look at the problems and decide where they could go if they needed help or advice with some of the problems. Conduct whole class feedback. There are no suggested answers because it will depend on the country you are in. You will need to make suggestions depending on where you are. Some possible ideas: family, friends, teacher, police, doctor, library, lawyer, website etc. | **PPT**  **Activity 1**  **Activity 2** |
| **15 minutes** | * Mix students so that they are now in new groups. Ask them to discuss the problems and decide which of the options they would choose. Tell them they can come up with their own suggestions if they are not happy with any of the options provided. * When groups have finished discussing the answers, get each group to feed back to the other members of the class. | **PPT**  **Activity 3** |
| **15**  **minutes** | * Mix the students again so they are in three new groups. Cut up the problem cards so that each problem is on a separate card and give each person in a group the same problem card to look at. * Ask each group to discuss the problem they have been given and to think of what advice they would give to a friend who has this problem. * Pair students with somebody from a different group and tell them they are going to swap cards. Give them a minute to read the situation. Students should then give each other advice on the problem they now have. Before they do the activity, focus on the language in the Language Box and encourage them to use it in the activity. Conduct whole class feedback to get ideas on what to do in the different situations. | **Activity 4**  **PPT** |
| **5 minutes** | **Reflection**   * Discuss the questions with the group to find out the differences between the country they live in now and other countries. | **PPT** |

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**Activity 1: Problems, problems, problems**

Look at the mind map below and decide who is likely to have this problem.

a) somebody under 18

b) somebody over 18

c) anybody

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| 1) housing  problems |  | 2) problems  doing  homework |  | 3) difficulty  sleeping |  | 4) bullying  at school |
|  |  |  |  |  |  |  |
| 12) getting a  divorce |  | Pop Art, Exclamation, Exclaim, Pop, Cartoon, Design | | |  | 5) financial difficulties – paying bills |
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| 11) health worries |  |  | 6) a problem  with a  hotel |
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| 10) worries about  exams |  | 9) problems with alcohol |  | 8) an unfair manager at work |  | 7) noisy neighbours |

**Activity 2: Getting help**

Work in groups. Next to each of the problems mentioned, make a note of *where* or *who* you can go to in order to get help with your problem. 

**Activity 3: What would you do?**

In groups look at the problems below and decide what is the best thing to do. You can choose from the three options given or you can write your own solution if you don’t think they are a good idea. 

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| **Problem**  The air-conditioning in the flat you are renting stopped working six weeks ago. Your landlord told you he would have it repaired within a week. He never did and whenever you contact him, he keeps promising he will. The weather is beginning to get very hot. What do you do? | **Advice**   1. Stop paying your rent till the air conditioning has been repaired. 2. Contact the accommodation agency and inform them of the problem. 3. Pay to have the air-conditioning repaired and give your landlord the bill. | **Your solution** |

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| **Problem**  You paid to do a course at your local college. The teacher has missed several classes already in the first month. When he has come in, he regularly arrives late, he rarely gives any homework and does not appear to care very much about his students. What do you do? | **Advice**   1. Tell your lecturer that if the lessons do not improve, you will leave. 2. Speak to the Head of Department (the lecturer’s manager). 3. Demand your course fees back. | **Your solution** |

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| **Problem**  You booked a flight from Madrid to Brasilia. The original flight required a transfer in São Paulo on the same day. The airline changed the flight and you now have to stay overnight. The airline has told you it is your responsibility to arrange your accommodation. | **Advice**   1. Cancel your flight and book with another airline. 2. Insist the airline pays for your hotel. 3. Contact your insurance company to see if they will cover the hotel costs. | **Your solution** |

**Activity 4: Giving Advice**

Look at the problem on your card and discuss it in your group. Make a note of the advice you would give to your friend. Try to use the language in the Language Box.



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| **Language Box:**  **Giving advice**  (I reckon / think) you should…  *e.g. I reckon you should refuse to pay any more rent until your landlord repairs the air-conditioning.*  Why don’t you + bare infinitive  *e.g. Why don’t you find out whether there is a school counsellor you can speak to.*  If I were you, I’d + bare infinitive  *e.g.*  *If I were you, I’d pay to have the air-conditioning repaired and invoice your landlord.*  I’d strongly advise you to + bare infinitive  *e.g. I’d strongly advise you to ring the police.* | **Responding to advice**  That’s a (really) good idea.  Yes, you’re right. I’ll try that.  I’ve already tried that. (Have you got) any other suggestions? |

**Activity 5: Reflection**



Do you think the places you go to get help are different in different countries?

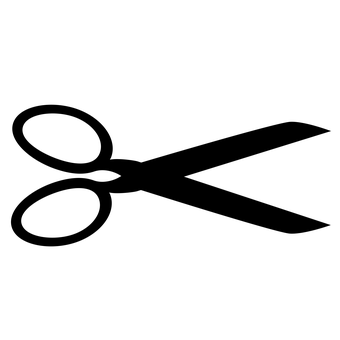
Why? Why not?

How can you find out about the different places to get help in the country where you live now?

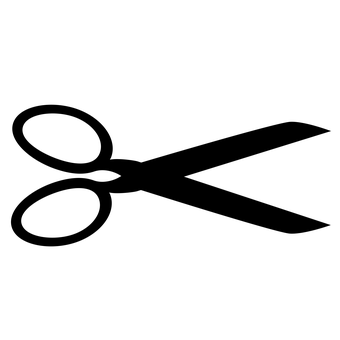
**Appendix 1**

**Problem cards to be cut up**

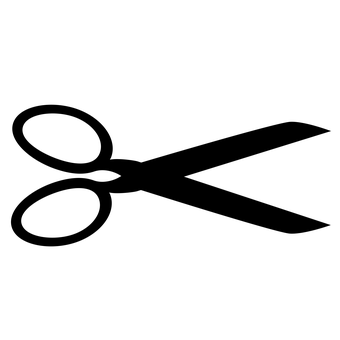
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| **Problem A**  Your friend bought a pair of shoes in a shop just over six months ago and have only worn them 5-6 times. The heel of one of the shoes came off. When your friend took it back to the store, they said they could not do anything about it because the shoes had been worn several times and had been purchased over six months ago. |

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| **Problem B**  Your friend has a new neighbour who has been having late-night parties every weekend since they moved in. Your friend has knocked on their door three or four times and tried to speak to them. However, when your friend went round to their neighbour’s, their neighbour could see them from the window but they would not answer the door. |

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| **Problem C**  Your friend parked their car in a place which requires drivers to buy a ticket from the machine and display it in the car. However, the ticket machine was not working and there was nowhere else nearby they could park. Your friend wanted to leave a note but did not have a pen and paper. When they returned to their car, they had been given a parking fine. |



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