

THE ADVICE CLINIC

Slide-by-Slide Teaching Guide

SLIDE 1 — THE ADVICE CLINIC (Title)

Student-facing text	THE ADVICE CLINIC — Giving advice with SHOULD / SHOULDN'T. TODAY I CAN... Give advice using SHOULD and SHOULDN'T.
Visual recommendation	Dark background; large teal circle with a clinic "+" icon; objective in a bordered box.
Teacher action	Greet the class; display the objective box and read it aloud.
Teacher script	"Good morning, everyone! Today we're opening a very special place: The Advice Clinic."
Expected response	Students settle and read the objective.
Timing	0:00–0:30

SLIDE 2 — MY PROBLEM

Student-facing text	"I have an English exam tomorrow. I haven't studied. What can I do?" → You should study tonight. / You shouldn't play video games all night.
Visual recommendation	Quote card, then a green ✓ box and a red ✗ box appearing side by side.
Teacher action	Read the problem aloud; elicit free ideas before revealing the model sentences.
Teacher script	"I have an exam tomorrow. What should I do? What shouldn't I do?"
Expected response	Free ideas, then students repeat/notice should and shouldn't.
Timing	0:00–3:00

SLIDE 3 — SPOT THE PATTERN

Student-facing text	You SHOULD STUDY tonight. / You SHOULDN'T PLAY video games... → SUBJECT + SHOULD/SHOULDN'T + BASE VERB
Visual recommendation	Two sentence strips with should/shouldn't + verb highlighted; dark rule banner below.
Teacher action	Pairs discuss the pattern for 1 minute; nominate 2–3 pairs before revealing the rule banner.
Teacher script	"What comes after should? Is the verb form the same?"
Expected response	"The verb doesn't change" / "no -s".
Timing	3:00–5:00

SLIDE 4 — DOCTOR, FIX THIS SENTENCE!

Student-facing text	"She should studies more." → "She should study more."
Visual recommendation	Red "?" card with the error, then a green ✓ card with the correction.
Teacher action	Show the error first (CCQ); give think time before revealing the fix.
Teacher script	"Is this correct? What should it be?"
Expected response	"No -s! She should study more."
Timing	5:00–7:00

SLIDE 5 — PATIENT FILE: LUCAS

Student-facing text	Lucas is 14... falls asleep during class. → Why is Lucas tired? What should Lucas do? What shouldn't he do?
Visual recommendation	Text card + three colour-coded question cards (1 dark, 2 green, 3 red).
Teacher action	Silent read, paired re-read, then ask the three questions in order.
Teacher script	"Why is he tired? What should he do? What shouldn't he do?"
Expected response	"He's tired because..." / "He should..." / "He shouldn't..."
Timing	7:00–11:00

SLIDE 6 — WELCOME, ADVICE EXPERTS!

Student-facing text	1. READ the case 2. DISCUSS with your team 3. GIVE two pieces of advice → They should ___. / They shouldn't ___.
Visual recommendation	Dark slide, 3 numbered step cards, sentence-starter banner below.
Teacher action	Form teams of 2–3; hand out one case card per team; model the sentence starters.
Teacher script	"You are Advice Experts working at The Advice Clinic!"
Expected response	Teams form and take their case card.
Timing	11:00–12:30

SLIDE 7 — TODAY'S CASE FILES

Student-facing text	CASE 01 Phone Problem · CASE 02 Shy Student · CASE 03 Healthy Habits (reference — full case set is on the printed cards).
Visual recommendation	Three case cards in a row, each with a coloured case-number pill and sentence starters.
Teacher action	Circulate while teams work with their printed cards; scaffold quietly, don't front-teach.
Teacher script	"I'll come around to help — use this slide if you need a reminder."
Expected response	Teams write two advice sentences per case; one team briefly shares.
Timing	12:30–18:00

SLIDE 8 — SPEAKING CHALLENGE

Student-facing text	"Your friend wants to improve their English, but they never practise outside the classroom." → No notes! For advanced experts: "I think they should __ because ___."
Visual recommendation	Quote card, a "no notes" reminder line, and a dark extension box for stronger students.
Teacher action	Present orally and on-screen; give 30 seconds' thinking time; take responses without notes.
Teacher script	"New case, no notes this time! What's your advice?"
Expected response	"They should watch English videos (because...)"
Timing	18:00–22:00

SLIDE 9 — YOUR EXIT TICKET	
Student-facing text	To improve my English, I should __. / I shouldn't __.
Visual recommendation	Single dashed-border card styled like a real ticket.
Teacher action	Individual, silent, written task — formative check of the objective.
Teacher script	“Write your own exit ticket about you and your English.”
Expected response	Two original, correctly-formed should/shouldn't sentences.
Timing	22:00–24:00

SLIDE 10 — TODAY I CAN... (Closing)	
Student-facing text	TODAY I CAN... Give advice using SHOULD and SHOULDN'T. → OBJECTIVE ACHIEVED. Well done, Advice Experts!
Visual recommendation	Dark slide, mint ✓ icon, objective restated, “OBJECTIVE ACHIEVED” pill.
Teacher action	Return to the objective explicitly; ask for a thumbs up/sideways/down self-assessment.
Teacher script	“Thumbs up if you feel confident! You've all worked as real Advice Experts today.”
Expected response	Self-assessment gesture; positive engagement.
Timing	24:00–25:00