

English Ladder

Teaching Guide

Requesting Advice

A concise classroom guide with lesson flow, teaching cues, and a ready-to-use answer key built around the same English Ladder concept sheet.



Grammar Concept | Understanding the Dialogue | Role A: The Process of Requesting Advice | Role B: The Art of Giving Advice | Practical Applications:

Visual anchor

Use the concept poster to spotlight the main language pattern in **Requesting Advice** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept #44 ► **Requesting Advice**

When friends or colleagues are discussing a problem that requires a solution, the conversation is often of the form below:

- A** • Clearly describe the problem.
- A** • Request suggestions for a solution.
- B** • Suggest a solution.
- A** • Accept or reject (with reasons) the suggested solution.

Continue with this process until a suggestion has been accepted.

► Role A Phrases

- Say, Linda. Could you give me some advice on an issue?
- Excuse me, Linda. Could I ask you to advise me on an issue?
- What do you recommend I/we do?
- How might we solve this problem?
- I'm afraid that won't work because Y.
- Yes, that might be worth trying.
- That sounds like a great idea!

► Role B Phrases

- It seems to me that Xing might/would solve this problem.
- How about Xing? Would that work?
- Why not X, Susan?
- Why not try Xing, Susan?
- Would it be possible for you/us to X?
- I suggest/recommend Xing.
- I suggest/recommend you X.
- Xing seems to be a possible solution.

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At a Glance

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|---|---|
| <p>Lesson focus Requesting Advice</p> | <p>Suggested timing 45-60 minutes</p> |
| <p>Core objective Students explain the target pattern clearly and apply it accurately in controlled practice and discussion.</p> | <p>Materials Student PDF, the concept image, board space, and time for partner checking.</p> |

Suggested Lesson Flow

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|--------------------------------|---|
| <p>Warm-up</p> | <p>Display the concept image and ask learners to predict the rule behind Requesting Advice before reading the explanation.</p> |
| <p>Model</p> | <p>Walk through the Core Idea and the sections on Understanding the Dialogue Structure, Role A: The Process of Requesting Advice, Role B: The Art of Giving Advice. Pause after each part so students can restate the pattern in plain English.</p> |
| <p>Guided practice</p> | <p>Project two or three examples from the concept sheet and ask pairs to explain why each choice works, not just what the answer is.</p> |
| <p>Independent work</p> | <p>Use the examples on the concept sheet for quick written or oral checks.</p> |
| <p>Closure</p> | <p>Ask students to create one new sentence or mini-example of their own that follows the same pattern. If time allows, finish with one of the built-in dialogue or showcase cards.</p> |



Likely Learner Errors

- Learners may overgeneralize the first pattern they notice. Keep returning to **Understanding the Dialogue Structure, Role A: The Process of Requesting Advice, Role B: The Art of Giving Advice** and ask students to explain what changes from one example to the next.
- Long explanations can hide the signal word or structure. Have students underline the exact phrase that tells them which form, pattern, or response is needed.
- If students can choose an answer but cannot explain it, ask them to justify their choice using words taken directly from the concept sheet.

Differentiation and Delivery Notes

- Support: teach one section at a time, then send students back to **Dialogues** or the practice set so they can apply the same rule immediately.
- Pair work: let students compare answers aloud before you reveal the key. The explanation step is as important as the final answer.
- Extension: ask stronger students to write two fresh examples or a short dialogue that uses the same target language accurately.

Model Language from the Concept Sheet

- Role A Initiates the Request for Advice: Clearly describe the problem: The onus is on Role A to present the problem in a manner that is both comprehensive and precise....
- Role B Proposes a Solution: Suggest a solution: Role B's responsibility is to provide a well-considered solution or a series of potential solutions....
- Role A Evaluates the Solution: Accept or reject the suggested solution with reasons: Role A must critically evaluate the proposed solution....
- "Say, Linda. Could you give me some advice on an issue?"
- "Excuse me, Linda. Could I ask you to advise me on an issue?"
- "What do you recommend I/we do?"



Dialogue or Showcase Ideas

- Dialogue 1: Career Advice
- Dialogue 2: Health and Fitness
- Dialogue 3: Academic Decision
- Dialogue 4: Personal Finance



Answer Key

Use this key for whole-class feedback or fast marking.

No practice items were available on this page.