**What do you think?**

1. Write questions with *should, have to* or *can* using the following prompts.

   1. go barefoot?/have to/she (NO)
   2. offer to drive them to the party?/should/we (YES)
   3. come to the party on Friday?/can/you (NO)
   4. take a lunch hour between one and two?/have to/he (YES)
   5. allow more time to finish the project?/should/I (NO)
   6. watch TV after 9pm?/can/we (YES)
   7. drink soft drinks instead of fizzy drinks?/shouldn’t/the children (YES)
   8. take the dog on holiday?/can’t/he (NO)

2. Write short answers to the questions 1-8 in Ex. 1 using the *yes/no* cues.

3. Discuss questions 1-6 in groups, using the words/phrases in the box below.

   I think    I don’t think    in my opinion    because…    What do you think?
   Don’t you think so?    I mean…    I don’t know    I’m not so sure…

1. **Work:** Do you think employees should have to work in the office every day from 9am-5pm, or is it a good idea to work at home sometimes?

2. **Holidays:** Do you think that families should go on holiday in their own countries so their children get to know their own countries well, or are foreign holidays more exciting?

3. **Children:** Do you think there is a good age to start a family? Why this age?

4. **Retirement:** What do you think all people should enjoy in their retirement?

5. **Getting a place of your own:** When do you think is a good age to get a place of your own? Why?

6. **Positive thinking:** Do you think that this is a very important way of staying healthy? Why?
What do you think?

TEACHER’S NOTES:

Aim: to consolidate use of should/can and have to as well as can do: exchange opinions with a friend. This worksheet is designed to be used in conjunction with unit 5.1.

Time: 40 minutes maximum

Materials: photocopies of the worksheet for each student.

1 Tell students they have to construct complete sentences using should, have to or can and the cues 1-8. If necessary do the first one with them as an example. Check answers with the class.

Answers: 1 Does she have to go barefoot?  2 Should we offer to drive them to the party?  3 Can you come to the party on Friday?  4 Does he have to take a lunch hour between one and two?  5 Should I allow more time to finish the project?  6 Can we watch TV after 9pm?  7 Shouldn’t the children drink soft drinks instead of fizzy drinks?  8 Can’t he take the dog on holiday?

2 Ask students to write short answers to the questions in Ex. 1 using the yes/no cues. Give students time to compare their answers and correct each other’s work if necessary before checking the answers with the class.

Answers: 1 No, she doesn’t.  2 Yes, you should.  3 No, I can’t.  4 Yes, he does.  5 No, you shouldn’t.  6 Yes, you can.  7 Yes, they should.  8 No, he can’t.

3 All the questions for discussion are related to unit 5, so the students will have some ideas to put forth. Monitor to check they are using the language for giving opinions, and at the end ask the class if any pairs would like to call out an interesting opinion expressed by one of them.