

# What should I do in San Francisco?

Making recommendations for things to do on holiday.

## 1. Warm up

Discuss the following with a partner.

1. Have you been to San Francisco?
2. What do you know about the city?
3. What is important to you when you go on holiday?  
Put these in order:

\_\_\_\_\_ shopping    \_\_\_\_\_ safety    \_\_\_\_\_ local sights    \_\_\_\_\_ food    \_\_\_\_\_ relaxing



Photo by zahid lilani from Pexels

## 2. Reading

### A. Read about things to see and do when you visit San Francisco.



San Francisco is a small city, but it's packed with a wide variety of activities that are sure to please travelers of all ages. The Golden Gate Bridge is a must-see and a visit to Alcatraz Island to tour the now closed prison should also be on your list. Don't spend all your time at the touristy Fisherman's Wharf, you can discover a more authentic side of San Francisco by grabbing a bite at the Ferry Building Marketplace or with a walking tour through the vibrant Castro neighborhood.



Whether it's climbing to the top of Twin Peaks or relaxing in Golden Gate Park, active people and nature lovers will find plenty to love about San Francisco. You will hit these top sightseeing spots and more on a guided tour of the city.

### B. Complete the recommendations with the best verb in the box.

- |                               |                               |                                |
|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> wait | <input type="checkbox"/> ride | <input type="checkbox"/> watch |
| <input type="checkbox"/> eat  | <input type="checkbox"/> see  | <input type="checkbox"/> go    |

1. You should \_\_\_\_\_ the Golden Gate bridge. It has an amazing view. It was the longest suspension bridge in the world until 1964.
2. You should \_\_\_\_\_ in fall. It is warm and there are fewer people than in summer.
3. You should \_\_\_\_\_ the famous cable cars. They are popular with tourists so you might need to wait.
4. You should \_\_\_\_\_ a baseball game. The San Francisco Giants is one of the most famous teams in the league.
5. You should \_\_\_\_\_ freshly caught fish and handmade cheeses at the Ferry Building Marketplace.
6. You shouldn't \_\_\_\_\_ to buy tickets to Alcatraz Island. They sell out weeks in advance.

### 3. Making Recommendations

#### A. Practice the conversation. Change roles and practice again.

- A I'm going to San Francisco for a holiday in two months. What should I do?  
B Well, if you like shopping, Ferry Building Marketplace is great.  
A Really? Where else should I go?  
B How about Alcatraz Island? It's probably the most famous historic site in San Francisco. It's very interesting.  
A That sounds fun. What about food? What should I eat in San Francisco?  
B You should try the seafood at Fisherman's Wharf. It's fantastic!  
A What about the weather? Is it hot or cold there?  
B Well... You shouldn't dress for hot weather. It can get quite cold even in summer.  
A Thank you for the recommendations. I'm really looking forward to my holiday!

#### B. Read the example recommendations then circle the alternatives to complete rules 1 and 2.

	Subject	Modal verb	Main verb	Object or Prepositional phrase
a.	You	should	try	the seafood.
b.	You	shouldn't	dress	for summer.
1.	Use <b>should</b> to talk about something that is:			<b>a good idea / necessary</b>
2.	Use <b>shouldn't</b> to talk about something that is:			<b>not necessary / a bad idea</b>

#### C. Make recommendations using should or shouldn't about a famous city in your country.

1. A I like sightseeing. Where should I go? Why?  
B .....
2. A I like shopping. Where/What should I .... ?  
B .....
3. A How about the food? What should I ... ?  
B .....
4. A How about a place to relax? Where should I ... ?  
B .....

### 4. Role-play

- A. Think of a city or town you know well and write down things a tourist should and shouldn't do there. Consider the topics in Part 3C.
- B. Imagine you are visiting your partner's city for a holiday. Role-play a conversation asking for and making recommendations.

# What should I do in San Francisco?



Level: Elementary: A2

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Language: Function: Giving advice and recommendations.  
Forms: Modal and auxiliary verbs. Present tense.

Teaching time: 60 minutes.

Overview: Students will be able to ask for and make recommendations about what to do while on holiday. The modal verb 'should' is introduced in this Handout and students will be able to express what someone should and shouldn't do when they visit somewhere.

## 1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers for Question 3 from students to share with the class.

## 2. READING

A. Individually or in pairs, students read the article about things to see and do in San Francisco. Answer any questions that arise and discuss new vocabulary as a class.

B. In pairs, students complete the recommendations with a suitable verb in the box. Students can compare their answers with a partner or check as a class.

1. see
2. go
3. ride
4. watch
5. eat
6. wait

## 3. MAKING RECOMMENDATIONS

A. In pairs, students practice the conversation, change roles and practice again. Students should pay attention to the modal verb should/shouldn't and how it is used to make recommendations. Answer any questions that arise.

B. As a class, read example recommendations a and b or write them on the board. You may want to discuss modal verbs and how they are used in a sentence or questions. Modal verbs to review could include; will, can, must, might.

1. Use should to talk about something that is: **a good idea**
2. Use shouldn't to talk about something that is: **a bad idea**

C. As a class, decide on a famous city in your country, then individually, students make suggestions using should and shouldn't to the comments made by A. Monitor and assist students as they work through the activity. Students can share their recommendations with a partner by taking turns reading A and B or elicit recommendations from students to read to the class. Higher-level students could role-play a conversation between A and B, ask for recommendations and continue the conversation by asking follow-up questions and 'Why?' Answers will vary.

## 4. ROLE-PLAY

A. Individually, students think of a city or town they know well and write down things that tourists should and shouldn't do when they visit. Assist students as they write recommendations and correct any mistakes.

B. In pairs, students imagine they are visiting their partner's city or town for a holiday and role-play a situation asking for and making recommendations. You might have students re-read the model conversation in Part 3A before they have their own conversations. There is no need to interrupt as students talk about, give, and ask for recommendations. Participate in the conversation if students struggle to get started.