

Unit 10 Language focus 2: Past necessity

Type of Activity: Pairwork/Groupwork: speaking

Aims: To practise the use of expressions denoting past necessity.

Task: To discuss the need for certain objects.

Preparation: Make one copy of the worksheet for each student.

Classroom Time: 15–20 minutes

Procedure

1 Give a copy of the worksheet to each student.

2 Ask the students to work in pairs or groups. Ask them to read the situations on the worksheet and imagine that they have been to the places mentioned. Explain that they were only able to take a few things and that the worksheet lists what they took and didn't take to those places.

3 Ask the students to discuss whether they needed to take the objects with them or not and then to write a sentence for each object using:

needed to take ...

didn't need to take ... because/as/since ...

needn't have taken ...

4 Use the first situation to demonstrate the activity and draw attention to the difference in meaning between the structures:

eg We needn't have taken mosquito repellent as there are hardly any mosquitoes in England.

(we took the mosquito repellent, but it wasn't necessary)

We didn't need to take skis as it rarely snows in England.

(we **didn't** take the skis and they weren't necessary)

5 When the students have finished go through the answers with the whole group. Note that for some of the objects it might be possible to argue either way that they are needed or not.

Situation 1

You went on holiday to England in December.

You took:

suntan lotion
an umbrella
mosquito repellent
English money

You didn't take:

gloves
soap
a phrase book
skis

Situation 2

You went to the moon.

You took:

a flag
a gun
oxygen
blankets

You didn't take:

a compass
a knife
a radio
suntan lotion

Situation 3

You went to the North Pole.

You took:

sunglasses
a phrase book
a gun
water

You didn't take:

a mobile phone
a compass
skis
a watch

Situation 4

You went to the Sahara desert.

You took:

blankets
an umbrella
a mosquito net
skis

You didn't take:

matches
a games console
a gun
a map of the Sahara

Teaching notes

Activity

Group work

Time

20 – 30 minutes

Objective

To practise talking about obligation

Language

Expressions with *had to*: *We ended up having to...*, *and so we had to...*, etc.

Preparation

Photocopy and cut out one complete set of cards on page 35 for each group of three or four students.

Procedure

1. Write the following expressions on the board.
..., (and) so I/we had to...
Because...I/we had to...
I wouldn't have minded, but then I/we had to...
I/We ended up having to...
I/We just had to...
Luckily, I/we didn't have to...
Go over the pronunciation/sentence stress as a class.
2. Divide the class into groups of three or four students. Give each group a complete set of situation cards (grey) and a set of verb cards (white), both face down. Explain the rules of the game:
 - Each person receives one situation card (grey) and four verb cards (white). Students must make up a story based on the situation card they receive. They must use all four verbs on their cards in their story.
 - Before play begins, each player is allowed to get rid of **one** of their cards by passing it to the person to the left. Everyone then has one minute to think about their story.
 - One person begins by laying their four verb cards down and then starts the story with the phrase *Let me tell you about the worst...* They should then tell their story, using some of the expressions on the board and including the four verbs whenever possible.
 - When the first person has finished, the next person tells their story. Once everyone has told their story, the verb cards are collected, shuffled and re-dealt. Then, everyone takes another situation card and the game is repeated. They continue like this until all the situation cards have been used.

Follow-up

Have students play the game again, but this time they have to talk about the *funniest* situation instead of the *worst*.

The worst holiday of my life

The worst meal of my life

The worst flight of my life

The worst hotel I've stayed in

The worst car trip of my life

The worst date I've been on

The worst day of my life

The worst party of my life

The worst night-out of my life

The worst doctor's appointment of my life

The worst day at school

The worst day at work

borrow

fall

forget

get

go back

leave

miss

pay

put

sleep

spend

stand

stop

take

wait

walk

When we were ten

ACTIVITY

Whole class: speaking

AIM

To find out information about members of the class by asking and answering questions.

GRAMMAR AND FUNCTIONS

Modal verbs

Talking about obligation and prohibition in the past: *had to, wasn't/weren't allowed to, couldn't*

Talking about permission in the past: *was/were allowed to*

Talking about what is right and wrong in the past: *should have, shouldn't have*

VOCABULARY

Childhood

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the cards out as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 Write 'When we were ten' on the board and tell the students that they are going to ask and answer questions about what they were and weren't allowed to do when they were that age.
- 2 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class.
- 3 Tell the students that they are responsible for finding the answer to the question on their own card by speaking to everybody in the class or group. Make sure each student knows how to ask their question correctly.
- 4 Now ask the students to go round the class or group, asking and answering questions. Tell them that they can make notes on the back of their card if necessary.
- 5 When they have finished, they should sit down and take it in turns to report back to the class or group on what they found out during the activity.

FOLLOW-UP

Ask the students to stay in their groups and to write the information they have gathered on a poster to be displayed in the classroom. For example:

In our group...

Nobody was allowed to watch anything they liked on television.

Most people had to go to bed before 9 o'clock but Pedro was allowed to stay up later.

Only Yuko and Keiko had to wear a school uniform.



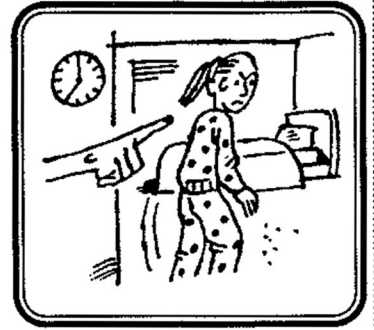
How many people were allowed to watch anything they liked on television?

FIND OUT.



How many people had to go to bed at a certain time?

FIND OUT.



How many people had to wear a uniform to school?

FIND OUT.



How many people were allowed to eat sweets?

FIND OUT.



How many people had to help with the housework at home?

FIND OUT.



How many people were allowed to go out with friends in the evening?

FIND OUT.



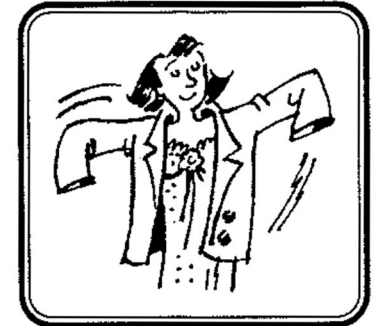
How many people were allowed to take a friend on family holidays?

FIND OUT.



How many people were allowed to choose their own clothes?

FIND OUT.



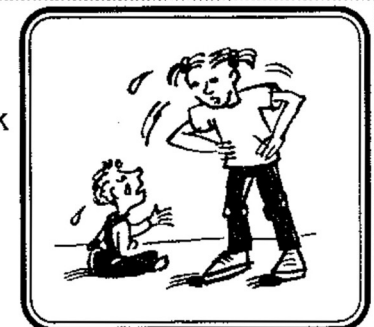
How many people were allowed to read comics?

FIND OUT.



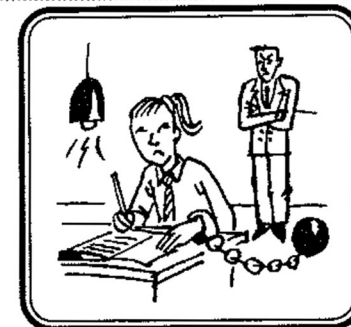
How many people sometimes had to look after a younger brother or sister?

FIND OUT.



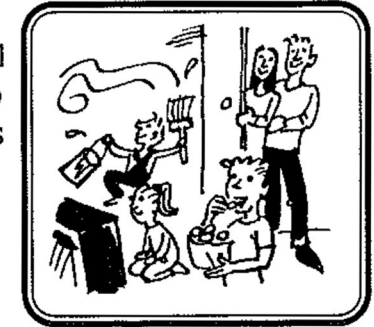
How many people think their parents should have been stricter?

FIND OUT.



How many people will allow their children to do some of the things they weren't allowed to do?

FIND OUT.



15 Present, past and future of *must*, *have to* and *can*

Type of activity

Pairs; completing and matching; production

Grammar point

Compare the use of forms for talking about obligation, prohibition, permission and ability

Expressing obligation

- present: *I **must** go to the dentist.*
- past: *I **had to** go to the dentist last week.*
- future: *I **will have to** / **must** go to the dentist next month.*

Expressing lack of obligation

- present: *I **don't have to** stay late today because the meeting is cancelled.*
- past: *I **didn't have to** stay late on Tuesday because the meeting was cancelled.*
- future: *I **won't have to** stay late tomorrow because the meeting is cancelled.*

Expressing prohibition

- present: *You **mustn't** smoke in the waiting room.*
Mustn't in this sense has no past or future equivalent so another verb must be used:
- past: *You **weren't allowed to** smoke in the waiting room. / You **couldn't** smoke in the waiting room.*
- future: *You **won't be allowed to** smoke in the waiting room. / You **won't be able to** smoke in the waiting room.*

Expressing permission

- present: *You **can** / **may** use your mobile phone here.*
- past: *You **could** / **were allowed to** / **were able to** use your mobile phone here last week but they've banned it now.*
- future: *You **will be able to** / **will be allowed to** use your mobile phone when you get there.*

Expressing ability

- present: *I **can** swim.*
- past: *I **couldn't** drive when I was 18.*
- future: *I **will be able to** type when I have finished this course.*

Other structures

None

Topic areas

Everyday actions

Challenging vocabulary

Students generate their own vocabulary. Be prepared to provide support.

How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide students into pairs.
- Give one QUESTIONNAIRE to each student.
- Ask them to fill in their QUESTIONNAIRES with as many answers as possible that are the same for both of them.
- **The object of the game is to find as many similarities as possible.**
- It may help to give a time limit for each of the three sections, e.g. 5–10 minutes. When the time limit has expired, ask them to go on to the next section.

Monitoring and feedback

Ask pairs to report back with one or two of their sentences.

Materials and preparation

- Make enough copies of the QUESTIONNAIRE for each pair of students to have one.

QUESTIONNAIRE

Work with a partner. Find as many similarities as possible.

• THEN – WHEN YOU WERE A CHILD:

Obligations

Things I had to do

.....

Things I didn't have to do

.....

Permission and prohibition

Things I could do / was allowed to do

.....

Things I couldn't do / wasn't allowed to do

.....

Ability

Things I could do

.....

Things I couldn't do

.....

• NOW – IN YOUR LIFE AT THE MOMENT:

Obligations

Things I have to do (that I didn't have to do when I was a child)

.....

Things I don't have to do (that I did have to do when I was a child)

.....

Permission and prohibition

Things I can do / am allowed to do (that I couldn't do when I was a child)

.....

Things I can't do / am not allowed to do (that I could do when I was a child)

.....

Ability

Things I can do / am able to do (that I couldn't do when I was a child)

.....

Things I can't do / am not able to do (that I could do when I was a child)

.....

• IN TWENTY YEARS' TIME:

Obligations

Things I will probably have to do

.....

Things I won't have to do any more

.....

Permission and prohibition

Things I will be able to do / will be allowed to do (that I can't do now)

.....

Things I won't be able to do / won't be allowed to do (that I can do now)

.....

Ability

Things I will be able to do (that I can't do now)

.....

Things I won't be able to do (that I can do now)

.....