

# The best days of your life?

## Aim

To give students practice at talking about obligation and permission in the past

## Materials

One copy per student

## Time

30 minutes

## Preparation

Copy the worksheet

## Procedure

- 1 Write *The Best Days of Your Life* on the board. Ask students which they think the best days of your life are (for example: when you are a child, a teenager, a young adult, a parent, retired) and why. Tell them that people sometimes say that your schooldays are the best days of your life, and ask them if they enjoyed being at school.
- 2 Put students into pairs and ask them to work together to match the beginnings and the ends of the questions in Part A to make complete questions. This should take about five minutes.
- 3 Check their answers.
- 4 Tell students to find the appropriate reply in Part B to each of the questions in Part A. Give them about seven minutes for this.
- 5 Check their answers.
- 6 In pairs, students take turns to ask and answer the questions in Part A. They should note down or remember their partner's answers. Allow about ten minutes.
- 7 Ask each pair to tell the class whose school they think was better and why. (Students can decide what criteria they will use to judge this!)

## ANSWER KEY

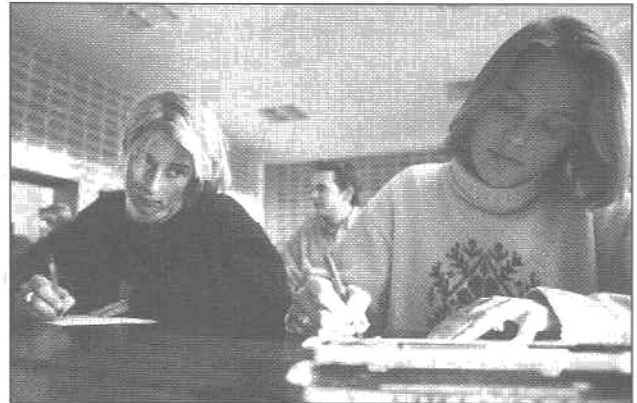
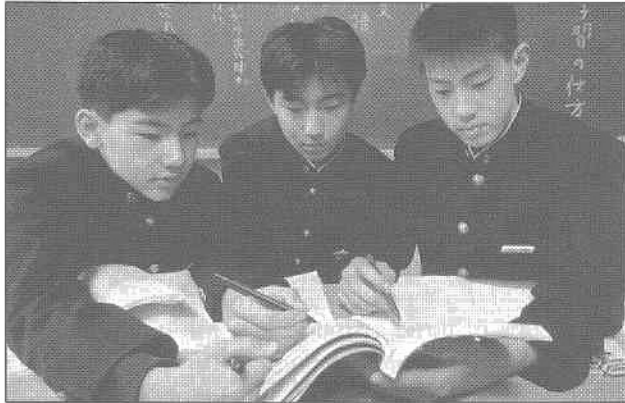
### Part A

- 1 How many hours a day did you have to go to school?
- 2 Did the teachers make you do a lot of homework?
- 3 Were you allowed to wear your own clothes?
- 4 What foreign language(s) did you have to learn?
- 5 Were you allowed to choose which sports you played?
- 6 At what age were you allowed to choose the subjects you studied?
- 7 Were you allowed to call the teachers by their first names?
- 8 Did they let you smoke?
- 9 Did they let you leave the school at lunchtime?
- 10 If you did something wrong, how were you punished?
- 11 What kind of exams did you have to take?
- 12 Were you allowed to talk to other pupils during lessons?
- 13 Was there anything else they made you do that you didn't like?
- 14 At what age were you allowed to leave school?

### Part B

- 1 d 2 c 3 j 4 a 5 e 6 n 7 b 8 g 9 l 10 f 11 i  
12 m 13 h 14 k

## Part A



Match the beginnings and the ends to make questions about your schooldays.

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1 How many hours a day did you       | do a lot of homework?               |
| 2 Did the teachers make you          | the teachers by their first names?  |
| 3 Were you allowed to wear           | have to go to school?               |
| 4 What foreign language(s) did you   | your own clothes?                   |
| 5 Were you allowed to choose         | you smoke?                          |
| 6 At what age were you allowed       | have to learn?                      |
| 7 Were you allowed to call           | which sports you played?            |
| 8 Did they let                       | to choose the subjects you studied? |
| 9 Did they let you leave             | how were you punished?              |
| 10 If you did something wrong,       | the school at lunchtime?            |
| 11 What kind of exams did            | to other pupils during lessons?     |
| 12 Were you allowed to talk          | you have to take?                   |
| 13 Was there anything else they made | leave school?                       |
| 14 At what age were you allowed to   | you do that you didn't like?        |

## Part B

Here are some answers to the questions in Part A. Decide which answer goes with each question.

- We had to learn Latin and French.
- No, definitely not. We were only allowed to call them by their surnames.
- They made us do quite a lot of homework, especially at the weekends or if we were preparing for exams.
- We had to go to school from 9 in the morning to 4.15 in the afternoon.
- They let us choose but there weren't many options. In winter it was either rugby or cross-country running.
- They made us stay behind for an hour after school in the afternoon.
- No, smoking wasn't allowed at all.
- Yes, we had to study religious education. I didn't like it at all.
- We had to take an internal exam at the end of every term. And when we were sixteen, we had to take exams called GCSEs.
- No, we weren't. We had to wear a blue and grey uniform.
- We were allowed to leave school at sixteen. But I stayed on until eighteen because I wanted to go to university.
- We were only allowed to leave the school if we went home for lunch. They didn't let us hang around in the street.
- They only let us talk if we had to work together, but if the teacher was talking to the class we had to be quiet.
- We were allowed to choose some of the subjects we studied when we were thirteen or fourteen.

Now, in pairs, ask and answer the questions in Part A about your secondary education. Whose school was better, yours or your partner's? Why?

# Past rules and regulations

**Target language:** past obligation/permission

**Activity type:** paired information gap

**When to use:** Use this activity after Lesson 9.3.

**Time taken:** 25 minutes

**Preparation:** Photocopy and cut up one worksheet for each pair of students in the class.

## Procedure

Divide students into two groups. Give one group the Student A worksheet and the other group the Student B worksheet. Ask students to work with someone from the same group, checking vocabulary and writing questions for those sentences that have gaps in them. Go around the class and check the questions.

Put a Student A with a Student B. Ask them to ask each other their questions and complete their sentences, without looking at each other's worksheets.

Check all the answers with the whole class, and then tell them that four are false. Students discuss with their partners which four are false. Get feedback from the whole class, with their reasons.

## Answers

Numbers 3, 6, 8 and 9 are false.

Numbers 3, 6 and 8 are completely invented.

Number 9 was true but during the period 1920-1932.

# Past rules and regulations

## Student A

### 1 Ask your partner questions to complete the rules.

- 1 In Switzerland, women were not allowed to vote until 1971.
- 2 Until recently, pubs in Great Britain had \_\_\_\_\_ every night.
- 3 In Italy, everybody had to go to church on Sunday until 1981.
- 4 During the rule of General Franco in Spain, women couldn't have \_\_\_\_\_.
- 5 Before 1947, children in Great Britain didn't have to go to school until after they reached the age of 14.
- 6 The Germans weren't allowed \_\_\_\_\_ until 1975.
- 7 Doctors in the Netherlands were first allowed to carry out euthanasia legally in 2002.
- 8 Men could \_\_\_\_\_ in Russia after the Russian Revolution.
- 9 Americans couldn't drink alcohol legally between 1950 and 1965.
- 10 Until 1976 London taxis had to carry \_\_\_\_\_ by law.

### 2 Now discuss with your partner which four rules you think are false.



## Student B

### 1 Ask your partner questions to complete the rules.

- 1 In Switzerland, women were not allowed \_\_\_\_\_ until 1971.
- 2 Until recently, pubs in Great Britain had to close before 11p.m. every night.
- 3 In Italy, everybody had \_\_\_\_\_ until 1981.
- 4 During the rule of General Franco in Spain, women couldn't have their own bank accounts.
- 5 Before 1947, children didn't have \_\_\_\_\_ in Great Britain until after they reached the age of 14.
- 6 The Germans weren't allowed to buy more than one car until 1975.
- 7 Doctors in the Netherlands were first allowed \_\_\_\_\_ in 2002.
- 8 Men could have more than one wife in Russia after the Russian Revolution.
- 9 Americans couldn't drink \_\_\_\_\_ between 1950 and 1965.
- 10 Until 1976 London taxis had to carry some hay and a sack of oats by law.

### 2 Now discuss with your partner which four rules you think are false.



#### Resource 4A

Language practised: grammar, reading, listening and speaking

Time: about 20–30 minutes

You will need one photocopy for each student.

- Briefly review the topic and the grammar on pages 28 and 29 of the *Students' Book*.
- Hand out Resource 4A to each student. Read through the instructions with the class and check they understand what to do. They complete Part 1 individually.
- Make pairs. Students compare their answers to Part 1 before you check them as a class.
- Review the **Useful Phrases** with students before they do Part 2.
- Students then do Part 2, discussing their opinions about what they have read. Students either do this in pairs or you can manage the discussion as a class.

#### Answers:

a had to   b were not allowed to   c are not allowed to  
d have to   e are allowed to   f are allowed to  
g have to



- 1 Read and complete the gaps in the text. Use *have to* or *allowed to*. Remember to put the verb in the correct tense and to check if you need to use the negative! If you're not sure of the answers, have a guess!

### Working Lives

In the past children as young as seven often a) \_\_\_\_\_ work for long hours in factories. There wasn't any choice because their families needed the money. Sometimes the children b) \_\_\_\_\_ leave the factory until they finished work in the evening. The owners locked the doors to make sure they couldn't leave. Nowadays in the UK, the situation has improved. In England, children under the age of fourteen c) \_\_\_\_\_ work in factories. If companies break the law, they d) \_\_\_\_\_ pay huge fines. Thirteen-year-olds e) \_\_\_\_\_ do light work, for example babysitting but they can't work in a shop. From the age of sixteen young people f) \_\_\_\_\_ do most jobs and they can join the army, though they g) \_\_\_\_\_ have the permission of their parents if they are under eighteen.

- 2 Compare answers with a partner and check them with your teacher. Then discuss the information in the text in pairs. Are the laws the same in your country? Do you agree with these laws or do you have other ideas?

Use the *Useful Phrases* in the box to help you.

#### Useful Phrases

##### Giving your opinion

In my opinion ...

I think / don't think that ...

I really feel ...

##### Agreeing

You're right.

I think so too.

##### Disagreeing

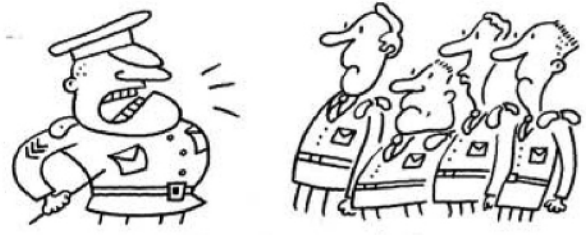
I don't agree with you.

I don't think so.

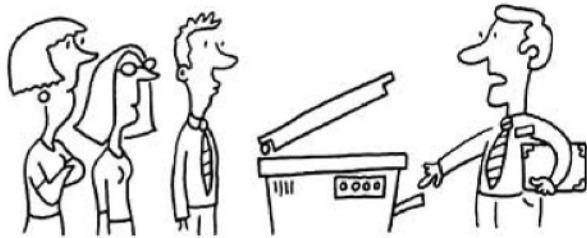
**a** Circle the correct verb. Tick (✓) if both are possible.



- 1 A Did you see that film last night?  
 B Yes, it was brilliant. You **must** / **should** go and see it. ✓



- 4 Until the early 1960s, in Britain, young men **must** / **had to** do military service.



- 2 When you open the photocopier, you **mustn't** / **don't have to** touch this part here; it's very hot.



- 5 You **mustn't** / **shouldn't** be late. Once the concert has started, you can't go in.



- 3 You **must** / **have to** get a visa if you want to go to Russia.



- 6 When you drive across many European Union borders, you **mustn't** / **don't have to** show your passport.

**b** Complete the sentences with *must*, *mustn't*, *have to*, *don't have to*, *should*, or *shouldn't*.

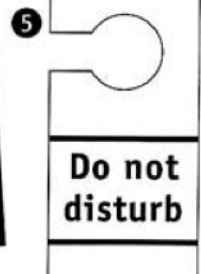
- You have to pay for food and drinks separately.
- You \_\_\_\_\_ leave a tip in this restaurant.
- You \_\_\_\_\_ fasten your seat belt now.
- You \_\_\_\_\_ drink this wine at between 14 and 16°C.
- Hotel staff \_\_\_\_\_ go into this room.
- If you're in transit, you \_\_\_\_\_ go to the Alitalia desk.
- You \_\_\_\_\_ eat this after March 4th.
- You \_\_\_\_\_ have any experience to work here.

1 Please pay for food and drink separately

2 Service included. Tip optional



3 Fasten seat belt



6 Transit passengers please report to British Airways desk

7 Best consumed before March 4th

8 Sales assistants required. No experience necessary