

Target patterns: I had to . . .
I wanted to . . ., but . . .
I could . . .

Communication skills: Talking about past hopes
Talking about what we had to do
Giving reasons for past actions

Language sets: Occupations
Housework words

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Warm Up

What Did You Have to Do?

Say, "What did you have to do today / last week / . . .?" to individual students. If they cannot express themselves, encourage them to ask you and sigh after each of your answers to show it was something you had to do but didn't really want to do. The students then do the activity in pairs or groups.

I Had to Smile All the Time

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why was Sachiko's flight terrible?
Where did she have to walk?

Follow-up questions

What did she have to take care of?
What/Who did you have to take care of yesterday?

What did she have to do all the time?
What did you have to do a lot yesterday?

Comprehension – personalization

T: *Was the flight fantastic?*
S1: *No, it wasn't.*
What was the flight like?
S2: *It was terrible.*
What was (your day, school . . .) like
S3: . . .

T: *Did she have to take care of the penguins?*
S3: *No, she didn't.*
What did she have to take care of?
S4: *She had to take care of the passengers.*

What did you have to take care of today (yesterday)?

S5: *I had to take care of my dog.*

T: *Did she have to walk up and down a train?*

S6: *No, she didn't.*
What did she have to do?

S7: *She had to walk up and down the plane.*
What did you have to do today (yesterday)?

S8: *I had to use a computer all day.*

Personalization

The students ask each other what friends or family members had to do yesterday / last week / last year / five years ago, etc.

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Warm Up

What Could You Do?

Ask individual students what they could and couldn't do five/ten/fifteen . . . years ago. The students then do the activity in pairs, groups, or as a class.

I Wanted to Sleep, But I Couldn't

The students can listen to the dialog, read it, or do both.

Anticipation questions

What did Sachiko buy?
What did she want to buy?

Follow-up questions

What couldn't Sachiko do?
What couldn't you do yesterday?

What could Sachiko do?
What could you do yesterday?

What did she forget to do?
What did you forget to do yesterday?

Comprehension – personalization

T: *What couldn't Sachiko do?*
S1: *She couldn't sleep.*
What couldn't you do today (yesterday)?
S2: *I . . .*

T: *What could she do?*
S3: *She could sit down for ten minutes.*
What could you do today (yesterday)?
S4: *I could . . .*

- T: *What did she want to do?*
S5: *She wanted to sleep, and she wanted to buy Marc a jacket.*
What did you want to do today (yesterday)?
S6: *I wanted to . . .*

Personalization

The students ask each other what friends or family members wanted to do and didn't want to do yesterday / last week / last year / five years ago . . .

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Word Building

Ten Years Ago . . .

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I wanted to be a teacher.*
One of my friends wanted to be an astronaut.
Another friend wanted to be a dentist.

Controlled Practice

Yesterday .

The students make sentences about each picture.

Sample answers

2. He had to wash his clothes.
3. He had to iron his clothes.
4. He had to order dinner.
5. He had to eat by himself.
6. He had to wash the dishes.

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I had to go to work yesterday.*
I had to go to the hospital last week.
I had to get up very early five years ago.

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Warm Up

Asking "Why?"

Ask individual students "Why?" questions such as "Why did you become a (businessman)?" "Why did

you come here today?", "Why did you get up this morning?", etc. Encourage them to use "I had to . . ." or "I wanted to . . ." in their answers whenever it is appropriate. The students then do the same activity in pairs or groups.

I Wanted to Be an English Teacher

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What did he want to be?
Why did he become a pirate?

Follow-up questions

- What could he do in the Caribbean?
What could you do five years ago?

- What didn't he have to do in the Caribbean?
What didn't you have to do five years ago?

- Why did he have to get a steady job?
Do you want to have a steady job?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, students take turns being a reporter and interviewing each other about their past. They can start off by using the questions in the dialog and then extend the interview naturally.

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Communication Activities

A. Name a Time

Copy the boardwork from the illustration. In pairs, one student says a time in the past and challenges the other to make sentences about that time, using each of the board prompts.

B. True/False

One student makes a sentence about his/her past, and the other students guess whether it is true or false. This can be played as a class or in teams (the opposing team could get one point for each correct guess).

C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. The questions review the language targets in both books 1 and 2.

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Crossword

ACROSS

1. light
3. most
6. bed
7. for
8. did
10. forward
11. ago
13. lay
15. well
17. over
18. near
19. sunny
21. that
22. were
23. about

DOWN

1. lived
2. get
3. modern

4. so
5. born
6. before
7. fire
9. after
12. care
13. long
14. soon
15. wrote
16. last
20. you

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.