

## 5.1 Note to self

Imagine that in ten minutes you are going to lose your memory completely. Before this happens, you have just enough time to write a note to yourself to help you live your life. You don't have time to write everything, so think hard about what's really important.

They can be: practical notes, e.g., *You should remember to feed the dog in your house*; personal, e.g., *She's called Coco and she's very special to you*; necessary for survival, e.g., *You must never go in your sister's bedroom. She'll kill you!*; they may even help you live a better life: *You weren't able to swim before because you were scared of the water, but you should try it now—maybe you aren't afraid anymore.*

## Useful language

Don't be afraid to...      You must never...      You need to make sure that you...      You should try...

You don't need to (worry about)...      If you don't understand... you can talk to...

You had to... when you were younger. This means that now you can't / have to / ...

You've never been able / allowed to... but you might be able to now.

### Note to self

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## 5.2 What's my line?

accountant	explorer	politician
flight attendant	factory worker	postman / postwoman
architect	farmer	president
athlete	hairdresser	prison guard
babysitter	hotel receptionist	reporter
bank manager	housewife / househusband	sailor
butcher	journalist	scientist
cameraman / camerawoman	judge	secretary
chef	lawyer	security guard
cleaner	librarian	shop assistant
dancer	mechanic	soldier
dentist	musician	swimming instructor
designer	painter	taxi driver
detective	photographer	tour guide
driver	piano teacher	unemployed
engineer	poet	waiter / waitress

## 5.1 Note to self

### Aim

To practice present and past modals and modal-like structures

### Language

Modals for obligation, prohibition, possibility, permission

### Time

45 minutes

### Preparation

One copy of the worksheet for every student. Do the activity yourself beforehand.

### Procedure

- Explain that the activity is a thought experiment that will help them think about the important things in life. Read out the first paragraph of the worksheet.
- Tell the class some of the things you wrote that you feel comfortable telling them. What you say will affect what they write about, so make it varied and meaningful, e.g.,
  - *You love Viktoria—she's your wife. You won't have to wait long to realize why.*
  - *You haven't been able to get very fit yet. Don't ever give up. It's important and you will do it one day.*
  - *You should watch a TV series called "The Wire." It's quite old now, but it'll teach you a lot about the world.*
  - *You're an English teacher. It's sometimes hard teaching teenagers, but you need to keep doing it because it's such a fantastic, rewarding job.*
- Hand out the worksheets, point out the Useful language box, and assign the activity.
- Encourage students to use past and present modals, but don't force them. Make a note of errors you see, especially those concerning modal verbs.
- When they've finished, put them in small groups of three to five students to share anything that they are happy to talk about—they do not need to share *everything*.
- After five minutes, stop the discussion and say that luckily the memory loss hasn't happened yet, so they have two more minutes to add any new ideas.
- At the end, invite students to share with the class anything they would like to.

### Extension/Homework

- Students make a selfie video for themselves. They improvise and speak continuously. They start: *Hi. I'm you. Listen, you lost your memory, so there are a few things you need to know.*

## 5.2 What's my line?

### Aim

To revise and extend vocabulary from the unit

### Language

Work-related expressions and Yes/No questions

### Time

30 minutes

### Preparation

One copy of the worksheet for every five or six students, cut up

### Procedure

- Shuffle a set of cards and do the first one as an example.
- Take the top card, don't show it to the class, and mime a non-obvious aspect of the job: for example, for *bus driver* don't mime driving, but maybe unlocking the door and climbing in to the driver's seat, or changing a tire.
- Tell students that they must guess your job by asking a maximum of ten *yes/no* questions, e.g., *Is your job physically demanding?* *Do you use a computer?* *Can you make a lot of money doing this job?* If they guess the job, they "win" the card. If they don't, you keep it.
- Use this stage to correct errors in question forms and to encourage use of the vocabulary in Lesson 5A.
- The student that asked a question can guess the job if they want. If they are wrong, they are out of that round. Once a player's turn is over, other players have the opportunity to guess the job, always with the risk that if they are wrong, they are out of that round. If nobody does, the next student asks a question.
- Explain that students take turns to take a job card from the pile, that the player to their left starts with the first question, and that they take turns asking questions going in a clockwise direction.
- Put students into groups of five or six and hand out one pile of jobs cards per group. Give them twenty minutes to play the game. As they play, go around and check they are playing and forming questions correctly.
- Congratulate the winners at the end of the activity. Point out any common or interesting errors.