

# 1 We Used to Be So Happy

## Used to

Target patterns:	... <i>used to</i> ... ... <i>didn't use to</i> ... <i>Did</i> ... <i>use to</i> ... ?
Communication skills:	Talking about our past lifestyles Comparing the present and the past
Language sets:	Household words Routines

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### Warm Up Guess Who

Either think of a famous person who is no longer alive or of somebody who is very different from when they were younger. Make “*He/She used to . . .*” sentences about the person, and pause after each sentence to see if the students can guess who the person is. Encourage them to ask questions. The students then do the activity in pairs, in groups, or as a class.

### You Used to Help Me!

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

#### Anticipation questions

*What did Manuel use to wash?*  
*Why doesn't Manuel help Carmen these days?*

#### Follow-up questions

*Who did Manuel use to help?*  
*Who did you use to help?*

*What did Manuel use to have a lot of?*  
*What did you use to have a lot of?*

#### Comprehension – personalization

T: *What did Manuel use to do?*  
S1: *He used to help Carmen.*  
S2: *He used to cook dinner.*  
S3: *He used to wash the dishes.*  
S4: *He used to do a lot of housework.*  
T: *What did you use to do?*

S5: *I used to . . .*  
T: *(name of a famous person)*  
S6: *He she used to . . .*  
*(name of a different famous person)*  
S7: *He she used to . . .*

Continue in a chain.

### Personalization

The students talk about their past, using the pattern “*I used to . . .*” They can do this in pairs, in groups, or as a whole class.

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### Warm Up Talking About Your Childhood

Talk about your childhood with a succession of “*I used to . . .*” sentences. The students then do the activity in pairs, groups, or as a class. Encourage students to talk about things they used to do, used to like, used to dislike, etc. and also describe where they used to live or go to school.

### I Didn't Use to Work So Hard

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

#### Anticipation questions

*What didn't Manuel use to do?*  
*Why does Manuel stay out late?*

#### Follow-up questions

*How hard did Manuel use to work?*  
*How hard did you use to work/study?*

*What does Manuel have to do in the evening?*  
*What do you have to do in the evening?*

#### Comprehension – personalization

T: *They used to spend more money together.*  
All students:  
*No! They used to spend more money together.*  
T: *Manuel didn't use to study so hard.*

All students:

*No! He didn't use to work so hard!*

T: *Manuel didn't use to eat breakfast so late.*

All students:

*No! He didn't use to stay out so late.*

T: *What didn't you use to do?*

S1: *I didn't use to . . .*

*What didn't you use to do?*

S2: *I didn't use to . . .*

Continue in a chain.

## Personalization

In pairs, in groups, or as a class the students contrast their past with the present, using the pattern “*I used to . . . , but . . .*” or “*I didn't use to . . . , but . . .*”

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## Language Builder

The students look at the sentences 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 used to play in the park near my house.*

*I used to like watching baseball games.*

*I used to have a lot of money.*

## Controlled Practice

### Used To

The students make sentences about each picture.

### Sample answers

(The students may come up with good alternative answers.)

2. *He used to get up early, but now he always gets up late.*

3. *She used to wear a school uniform, but now she usually wears jeans.*

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

### Sample answers

*I used to live in the countryside, but now I live in a big city.*

*My mother used to work in a factory, but now she teaches children at home.*

*My cousin used to be a good soccer player, but now he doesn't do any exercise.*

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## Warm Up Follow-Up Questions

Ask individual students a “*What (time) did you use to . . . ?*” question and follow it up with a succession of quick “*What did you use to do after . . . ?*” questions. The students then do the activity in pairs, groups, or as a class. Encourage them to keep the conversations going with plenty of natural follow-up questions.

## I Used to Wear a Brown Belt

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

### Anticipation questions

*What color belt did he use to wear before the brown belt?*

*Why did his pants use to fall down?*

### Follow-up questions

*What did he use to wear before the black belt?*

*What did you use to wear?*

*What didn't he use to wear before the white belt?*

*What didn't you use to wear?*

### 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, one student makes a sequence of “*I used to . . .*” statements. The other student asks “*What . . . before . . . ?*” after each statement. Encourage the students to try and keep going for as long as possible.

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## Communication Activities

### A. True/False

The students are in teams. A student from one team makes a *used to* sentence. The students from the other team(s) have to guess whether the sentence is true or false. Teams/Students get one point for every correct guess. For an alternative version, don't use

teams but eliminate students when they make an incorrect guess.

### B. Who Was He?

One student thinks of a famous person from the past. The other students take turns to ask *yes/no* questions that include *use to*. If the answer to a student's question is "Yes," the student can try and guess who the person was.

### C. Time Travel

Cut out and shuffle the *Quest* and ? cards and put them face down on the board. Each student (or team) places a counter on *Start*. It also helps to have other counters, one color for *Holy Grails* and another to indicate how many sentences a student has made.

1. The students take turns to roll a dice and race around the board.
2. When a student lands on a square with a word or number prompt (e.g. *China, 1 . . . , 100 years ago* etc.), he/she makes a "used to" or "didn't use to" sentence using that prompt (e.g. "100 years ago people didn't use to use computers.").
3. When a student has landed on three different squares and makes three correct sentences, he/she picks up a *Quest* card, and must follow the instructions (e.g. *Miss a turn*).
4. If a student lands on a ? square, he/she picks up a ? card, and has to answer the question in order to move on the next turn.
5. If he/she lands on *Start*, he/she gets a *Holy Grail*.
6. The winner is the first person to collect an agreed number of *Holy Grails* and pass *Start*.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

### Sample answers

#### Role play

Interviewer: *I'd like to ask some questions about*

*your childhood. What sports did you use to play a lot?*

You: *What TV show did you use to watch?*

Interviewer: *Are you enjoying it?*

You: *I used to watch the sports highlights a lot.*

Interviewer: *What used to be your favorite school subject?*

You: *I used to like history.*

Interviewer: *What sports team did you use to support?*

You: *I used to support my local soccer team.*

Interviewer: *Thank you.*

### Picture prompts – sample answers

*She used to play a lot of tennis.*

*She used to study very late.*

*He used to play baseball.*

*He used to work in a restaurant.*

*He used to rob banks.*

*He used to play the piano very well.*

## 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.