

# 4 I Couldn't Play Well Until I Was Fifteen

## Time Clauses 2

Target patterns:	Combining <i>when</i> and <i>used to</i> <i>Until</i> <i>As soon as</i>
Communication skills:	Talking about past ability Talking about future ability
Language sets:	Abilities

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### Warm Up Age Prompts

Encourage the students to call out an age that is younger than your current age. Each time they call out an age, say “*I . . . when I was (age).*” The students then do the activity in pairs, in groups, or as a class, taking turns to call out an age for another student to make a sentence about.

### When I Was a Child, I Used to Play on the Beach

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

#### Anticipation questions

*When did he start playing soccer?*  
*Why did he need to take a bath?*

#### Follow-up questions

*What sport did he use to play when he was a child?*  
*What sport did you use to play when you were a child?*

*What did he use to do when he couldn't play soccer on the beach?*  
*What did you use to do when you couldn't play outside?*

#### Comprehension – personalization

T: *How long has David been able to play soccer?*

S1: *Since he was about five.*  
*How long have you been able to ... ?*

S2: *Since . . .*  
Continue in a chain.

T: *Who did he use to play soccer with when he*

*was a child?*  
S3: *He used to play with his older brother and his friends.*

*Who did you . . . with when you were a child?*

S4: *I used to . . .*

Continue in a chain.

T: *What did he use to do when he couldn't play soccer on the beach?*

S3: *He used to play in a field*

*What did you use to do when you couldn't (go outside/play in the park/watch television/etc. ?*

S4: *I used to . . .*

Continue in a chain.

### Personalization

In pairs, in groups, or as a class, students talk about their past, starting with “*When I . . . , I used to . . .*”, and then have a short, natural follow-up discussion.

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### Warm Up Until

Ask individual students whether they still do things that they probably or definitely don't do anymore, for example, “*Do you still wear a school uniform?*” If they answer “*No,*” help them say “*No. I (wore a school uniform) until I was (seventeen).*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

### I Didn't Play Any Sports Until I Was in High School

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

#### Anticipation questions

*What was Sachiko terrible at?*  
*Who were her friends?*

#### Follow-up questions

*When could David play soccer well?*  
*When could you swim well?*

*What sports did Sachiko play at school?*  
*What sports did you play in high school?*

### Comprehension – personalization

T: *David couldn't play soccer well until he was in college.*

All students:

*No! He couldn't play soccer well until he was about fifteen.*

S1: *Sachiko didn't study English until she was in high school.*

All students:

*No! She didn't play any sports until she was in high school.*

T: *Sachiko was terrible at mathematics.*

All students:

*No! She was terrible at baseball and rugby*

## Personalization

In pairs, in groups, or as a whole class, the students talk about their past, starting with “*I didn't/couldn't/wasn't . . . until . . .*,” and then have a short, natural follow-up discussion.

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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 live in Algeria when I was a child.  
I didn't like eating fish until I was at university.  
I started working as soon as I left school.*

## Controlled Practice

### A Caveman's Childhood

The students make sentences about each picture.

### Sample answers

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

2. *He could ride a bicycle when he was four..*
3. *He could make fire when he was six.*
4. *He could play soccer when he was eight.*
5. *He could hunt when he was ten.*

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

### Sample answers

*I could read when I was four.  
I could swim when I was six.  
I could understand French when I was ten.*

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## Warm Up

### What Were You Doing When . . . ?

Suddenly do something such as sneeze, drop something on the floor, hit your head, etc. and quickly ask, “*What were you doing when I was (sneezing)?*” If necessary, help individual students say “*I was . . . -ing . . .*.” The activity is more fun if you do something unexpected or amusing. The students then do the activity in pairs, groups, or as a class, taking turns to do sudden actions and ask the question.

## How Did You Burn Your Ears?

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

### Anticipation questions

*What sports do they do?  
What do they eat for dinner?*

### Follow-up questions

*What does she miss?  
What do you miss?*

*What is she fed up with?  
What are you fed up with?*

*What can't she stand?  
What can't you stand?*

### 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 is a doctor and the other student is a patient. The students have a natural conversations. Encourage them to include “*when,*” “*able to,*” and “*as soon as*” (write these words on the board).

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## Communication Activities

### A. Name an Age

In pairs, one student says an age (e.g. “two”). The other student has to make a series of sentences about what he/she *could do, used to do*, etc. when he/she was two, using each of the prompts on the board.

### B. What Do You Say?

One team challenges another using a “*What do you say when . . . ?*” question (e.g. “*What do you say when somebody hits you?*”). Each member of the other team has to give a different possible answer. They get one point for every correct alternative.

### C. Snakes and Ladders

1. Shuffle the prompt cards and place them in a pile. Turn over the top card.
2. Each of the students (or teams) places a counter on the *Start* square.
3. The students take turns to roll a die and move their counters around the board. If a counter lands at the bottom of a ladder, it is moved to the top. If a counter lands on the tip of a snake’s tail, it is moved to the head.
4. When a student’s counter lands on a light-colored square, he/she makes a sentence with a time clause. The sentence should include the prompt on the card which has been turned over and the number on the square (e.g. “*I hope I’m going to be rich when I’m thirty*”).
5. Whenever a student slides down a snake, the top prompt card is put to the bottom of the pile, and the next card is turned over.

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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

- Doctor: *What’s the matter?*  
 You: *I get a headache when I use my computer.*
- Doctor: *When did this problem start?*  
 You: *It started when my teacher gave me boring homework.*
- Doctor: *You don’t get enough sleep, do you?*  
 You: *No. I sleep a lot. I fall asleep when I do the homework.*
- Doctor: *Well, I’ll give you some medicine. You’ll feel better soon..*

#### Picture prompts – sample answers

1. *She’s late, isn’t she?*
2. *She missed the bus, didn’t she?*
3. *She can’t drive, can she?*
4. *She’ll probably get married when she’s about thirty-five.*
5. *She’ll probably have a baby when she’s about forty.*
6. *She’ll probably sail around the world when she’s about forty-five.*

## 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.