



Talking about past habits

Epic journeys

▶ Grammar in context

GRAMMAR GUIDE

Used to

1a Look at the sentences, then match the correct halves of the rules.

Sentences

- 1 Marco Polo **used to** invent pieces of information.
- 2 They **didn't use** to have baths.
- 3 **Did they use to** believe that unicorns existed?
- 4 They **usually** mention this story.
- 5 Marco Polo **died** on this day.

Rules

- 1 We use *used to* to talk about
 - 2 We use the past simple to talk about
 - 3 We use the present simple and *usually* to talk about
- a present habits.
b past habits that do not happen now.
c single actions in the past.

1b Write the negative and question form of this sentence.

They used to travel by horse in 1254.

.....
.....

2 Complete the sentences with the correct form of *used to*.

- 1 Some people think unicorns existed.
- 2 They wear jeans in the thirteenth century.
- 3 Transport be much slower three hundred years ago.
- 4 A long time ago, people believe that the sun went around the earth.
- 5 In Britain in 1600, most children from poor families go to school.
- 6 People drive cars in 1750.
- 7 Before DVDs, people watch VHS videos.
- 8 People travel by train and ship before the invention of the aeroplane.
- 9 People have mobile phones.
- 10 Many people believe Marco Polo's book was fact, not fiction.

Talking about past habits

3 Decide if the sentences describe a past habit, a single action in the past or a present habit. Then complete the sentences with the correct form of *used to*, the past simple or the present simple.

- 1 My friend (go) to China to see the Olympic Games in 2008.
- 2 We (walk) to school, but now we go by car.
- 3 She usually (cycle) to school but yesterday she caught the bus.
- 4 I (not/like) pepper when I was small but now I love it.
- 5 She (be) born in 1999.
- 6 They (play) football on Wednesdays but now they play basketball.
- 7 I (not/go) to the cinema at the weekend because it was too expensive, but now I go every Saturday.
- 8 Oliver usually (come) to my house at the weekend because we're really good friends.



4 Look at this picture of a scene from the life of Marco Polo. Find eight historical mistakes in the picture and write as many sentences as possible, affirmative and/or negative.

They used to drink tea. They didn't use to drink cola.

5 Write eight questions to ask your partner about what they used to do when they were five years old.

Did you use to like football when you were five years old?

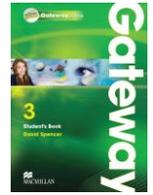
6 **SPEAKING** Use your questions from 5 to interview your partner.

7a **SPEAKING** Work with a partner. Make notes about how life was different in your country fifty years ago. Use these topics:

- | | | |
|------------------|-----------------|-------------|
| 1 Transport | 3 Entertainment | 5 Health |
| 2 Food and drink | 4 Work | 6 Education |

7b Report back to the class with your ideas.

Fifty years ago, people didn't use to fly much here. Journeys used to be much longer than now.



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Warm-up

- Tell students that they are going to write down 5 sentences about Marco Polo. Dictate the following sentences to the students:
 1. Marco Polo was born in 1354.
 2. He wrote a book when he was in prison.
 3. He said China had 5,000 bridges.
 4. Chinese people didn't use to have baths at that time.
 5. European people used to have paper money.
- Ask students to work in pairs and decide if the sentences are true or false. If they decide a sentence is false, tell them to correct it. Check as a class.

(Answers: 1 false – 1254, 2 true, 3 false – 12,000 bridges, 4 false – Europeans didn't have baths, 5 false – they had gold and coins).

Lead-in

Ask students to find affirmative and negative forms of *used to* in the sentences. Ask them to make questions with *used to*. Elicit when we use *used to*. Ask selected students to give examples to check understanding.

- a. Students match the correct halves of the sentences. Check as a class.
- b. Students write the negative and question form of the sentence. Check as a class.

Exercise 2

Ask students to complete the sentences with the correct form. Check as a class.

Exercise 3

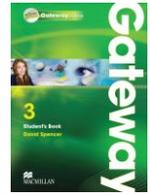
On the board write two sentences about yourself, e.g. *I used to ride a bike every day. One day I rode over 100 kilometres on my bike.* Elicit what the difference is between using the past simple and *used to*. Elicit what tense we use to talk about present habits. Then ask students to complete the sentences with the correct form of the present simple, the past simple or *used to*. Allow students to compare their answers in pairs. Then check as a class.

Optional activity/fast finishers

Ask students to write six sentences about themselves and their habits for their partners to finish with the correct form of the present simple, the past simple or *used to*.

Exercise 4

Ask students to work in pairs and look at the picture of a scene from the life of Marco Polo. Tell them to find 8 historical mistakes in the picture and make as many sentences with *used to* as possible. With weaker students, you can ask them to write down the sentences. Ask selected students to say/read their sentences.



Talking about past habits

Exercise 5

Students write eight questions to ask their partners about what they used to do when they were five years old. Alternatively, you can ask students to ask their partners about different ages.

Exercise 6

Students work in pairs and take turns asking and answering their questions from exercise 6.

Optional activity

Ask students to work in groups of three or four. Students take turns to say/read one sentence with *used to* about themselves and the other students ask him/her additional questions. You can illustrate it with an example, e.g. *I used to hate spinach when I was a child*. Encourage students to ask you any questions they can think of, e.g. *Why did you use to hate spinach? Did you have to eat it as a child? Do you like spinach now? How often do you eat it?*

Homework

Exercise 7

- Explain to students that they are going to make a short presentation about life in the past. Tell them to read the topics in 7a and choose one of them. Ask them to interview older members of their family and their friends what life was like in Poland fifty years ago. Ask them to prepare a poster with ten sentences with *used to* about their topics. Encourage them to include pictures. Alternatively, you can ask students to prepare Power Point presentations.
- At the beginning of the next class, ask selected students to read out their sentences (or show their presentations). Use their posters to make a wall display. Allow the students to walk around and look at all the posters. After 5 minutes, discuss which of the differences between the life in Poland 50 years ago and now, students find most striking.

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