

# 2

# Then and now

## Unit objectives

To talk and ask about habitual actions or situations in the past that don't happen now or are no longer true

**Target language:** *We used to speak Punjabi at home. I didn't use to play ice hockey.*

*Where did you use to live? Did you use to go to school?*

**Grammar:** *used to:* affirmative and negative; question forms

(*speak Punjabi at home; go home for lunch; eat a lot of mangoes and dates; swim in the river.*)

## Track 4

See Pupil's Book, page 10, activity 1

## Answers

a F b T c F d T e F f F

## Lesson 1

### Grammar start Pupil's Book, pages 10–11

#### Warm up

- Ask pupils if they would like to go and live in another country. Why or why not? Discuss what pupils think they would miss if they moved abroad. If there are pupils in the class who have moved to your country, invite them to tell you what similarities or differences there are between the two places. Give a focus if necessary: their school day or the food.

#### 1 Read the interview. Circle T (true) or F (false).

- Pupils look at the picture and say what they think the text is about. If necessary, remind them of the warm-up discussion. Accept all ideas at this stage.
- Elicit their ideas about the type of text it is and how they know (an interview – the speakers' names are alongside the text, the sub-heading gives the name of the interviewer). Ask the name of the girl in the picture (*Shazia Aslam*) and of her school (*Cedar Park Primary School*).
- Ask: *Is Shazia going to move or has she already moved to another country?* Pupils read the text and find the answer. If necessary, play Track 4 for additional support and pupils follow in their books. Ask: *Where does Shazia live now?* (the UK) *Where did she live four years ago?* (Pakistan).
- Explain that some of the sentences are true and some are false. Read out the first sentence and show the circled answer. Pupils read the text again and circle T or F.
- Read out the sentences. Pupils call out the answers. They read out the part of the text that supports their answers.
- Pupils read and find four things Shazia tells us she did in Pakistan but doesn't do in the UK

#### 2 Read and complete the grammar box.

- Pupils read the two notes in the grammar box that describe when we use *used to*. Then elicit what pupils know about *used to*. Ask: *Is it used for actions that happened in the past or present?* (past) *Is it used for actions that happened once or more than once?* (more than once) *Do the actions still happen now?* (no) *What else do we use *used to* for?* (to talk about past situations: *We used to live in Pakistan. We used to have a dog. We didn't use to have a computer.*)
- Work through the next section in the box. Elicit what is important about the verb that follows *used to* (it is the infinitive without *to*). Elicit how we make the negative form. Explain that in the negative form *used to* changes to *use to*. Ask if *used to* changes with different pronouns (*no*).
- Draw attention to the affirmative and negative columns. Pupils read the example sentences then complete the sentences below. Write the gapped sentences on the board and invite a volunteer to write the answers. Point to the affirmative sentence. Ask: *Did they go swimming in the river once or more than once?* (more than once) *Do they go swimming in the river now?* (no). Point to the negative sentence. Ask: *Were there computers in every classroom at Shazia's school in Pakistan?* (no).
- Pupils read the text about Shazia again and find one affirmative and one negative example of a situation that is no longer true (*I used to live in Pakistan, we didn't use to have a computer in every classroom*).

## Answers

used to, didn't use

**MIXED ABILITY** If pupils need more support, they circle all the examples of *used to* and *didn't use to* in the text about Shazia before you ask them to identify one affirmative and one negative example of a situation that is no longer true.

### 3 Circle the correct words.

- Pupils read the 'Look' box. Ask if they can use *used to* to talk about the present (*no*).
- Elicit which tense they use to talk about habits in the present (*present simple*). Draw attention to the sample answer.
- Write *Shazia used to ...* on the board. Pupils complete the sentence with what they remember from the text. Repeat with *Shazia didn't use to ...*
- Draw attention to the circled answer. Pupils find the sentence(s) in the text about Shazia that supports the answer. They then continue circling the correct options.
- Pupils read out their answers. After each sentence, invite other pupils to read out the part of the text that confirms the answer.

#### Answers

- |                        |                        |
|------------------------|------------------------|
| <b>a</b> used to       | <b>d</b> used to       |
| <b>b</b> didn't use to | <b>e</b> used to       |
| <b>c</b> didn't use to | <b>f</b> didn't use to |

**EXTENSION** Pupils write three or four sentences about things they did in the past but don't do now or vice versa, or situations that are no longer true for them: *I didn't use to go to school. I used to like carrots, but I don't like them now.*

### Lesson 2

#### Grammar practice Pupil's Book, pages 12–13

#### Warm up

- Write some phrases from the text on page 10 in a column on the board: *go home for lunch, swim in the river, speak Punjabi at home, live in the UK, eat lots of mangoes, have a computer in every classroom, have lunch in the canteen*. Pupils look back at the text and begin the sentences with *Shazia used to* or *Shazia didn't use to*.

### 1 Complete the blog with the phrases in the box.

- Draw attention to the rubric and elicit the type of text (*a blog*). Before reading, pupils look at the pictures and suggest what they think the blog will be about. Ask if they think the pictures show the same country or different countries. Elicit ideas as to where the places might be. Pupils read the text once without attempting to complete the gaps. Check their predictions about the places and ask comprehension

questions: *Who wrote the blog? Where does he live now? Where did he use to live?* Ask pupils to call out any vocabulary they found difficult and invite other classmates to explain before you help out.

- Draw attention to the first answer. Elicit which words in the sentence are important in helping pupils choose that phrase (*in Sydney, Australia* because *in* follows *live*). Point out that there is a mix of affirmative and negative phrases in the box, so pupils will also have to read the sentences carefully to decide which one they need to use. They read again and complete the gaps.
- Invite volunteers to read out the completed blog to check answers.

#### Answers

- |                             |                              |
|-----------------------------|------------------------------|
| <b>a</b> used to live       | <b>e</b> didn't use to speak |
| <b>b</b> used to live       | <b>f</b> used to have        |
| <b>c</b> used to swim       | <b>g</b> didn't use to eat   |
| <b>d</b> didn't use to like |                              |

### 2 Complete the sentences with *used to* / *didn't use to* and a verb in the box.

- Elicit what pupils know about Brendan's life in Australia. Allow them to look back at the blog (*He used to live in Sydney. He used to live near the beach. He used to swim in the sea every day. He didn't use to like cold weather. He didn't use to speak Russian. He used to have a barbecue every Sunday. He didn't use to eat pancakes.*).
- Draw attention to the rubric and elicit how this task is different from the one pupils did in activity 1 (they have to decide on the correct form of *used to* as well as choose the correct verb). Elicit how they will find out whether to use the affirmative or negative of *used to* (by reading the blog and thinking about what they know about Brendan's life). Draw attention to the first sentence. Elicit what is different about the subject of this sentence and the one in the blog (it's *They* in the sentence and *We* in the blog). Elicit what happens to *used to* with different pronouns (nothing).
- Divide the class into pairs to complete the sentences. To check answers, write the gapped sentences on the board. Pupils come to the front and complete them.

**Answers**

- |                             |                             |
|-----------------------------|-----------------------------|
| <b>a</b> used to live       | <b>e</b> didn't use to live |
| <b>b</b> used to wear       | <b>f</b> didn't use to eat  |
| <b>c</b> used to play       | <b>g</b> used to eat        |
| <b>d</b> didn't use to play | <b>h</b> didn't use to have |



Praise pupils for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

### 3 Look and write sentences with *used to* / *didn't use to*.

- Draw attention to the pictures and each caption. Focus on the first sentence. Ask the girl's name (*Carrie*). Elicit what pupils can see in each picture. Ask if Carrie's life is the same now as it was four years ago (*no*). Ask if she still lives in the same place (*no*). Ask if she has the same things in her room (*no*).
- Draw attention to the first prompt and the sample answer. Elicit that pupils have to write about Carrie's life four years ago. Focus on the prompt *not live* and show how it becomes *didn't use to live*. If necessary, work through the sentences orally before pupils write them in their books. Pupils check their answers with a partner. Check answers with the class.

**Answers**

- a** Carrie didn't use to live in the country.
- b** She used to wear a school uniform.
- c** She used to play hockey.
- d** She didn't use to walk in the mountains.
- e** She didn't use to collect rocks.
- f** She used to have long hair.

### 4 Write sentences with *used to* / *didn't use to* and the words in the box.



This activity promotes thinking skills by asking pupils to deduce how someone's life has changed based on a pair of pictures.

- Draw attention to the first sentence. Invite a volunteer to show you the evidence in the relevant picture. Elicit what else has been added to make the sentence (*used to* and the verb *collect*). Remind pupils to use *used to* or *didn't use to* to make true sentences about Carrie.
- Pupils write sentences about Carrie referring to the pictures in activity 3. They then check their answers in pairs.

**Answers**

(in any order)

She didn't use to wear glasses. She used to have a cat. She didn't use to play tennis. She used to live in a city. She didn't use to have a computer. She used to do karate.

Note that sentence b must start with *She didn't use to ...* and sentence c *She used to ...*

**MIXED ABILITY** If pupils need more support, add a stage before pupils write the sentences. Go through the words in the box eliciting which verb they should use with them: *city – live*. Write the list on the board. Fast finishers could look at the picture of Carrie now and imagine four years have passed. They write sentences about her with *used to*.

**EXTENSION** Pupils read Brendan's blog on page 12 again. They imagine they have now moved to Australia or another country they know something about. They write a blog about themselves using *used to* and *didn't use to*. Encourage them to think about how they might change the information in Brendan's blog to suit their own situation or ideas. If they struggle to write the complete blog, let them just write the first part (a–e). Invite volunteers to read out their blogs. Alternatively, write the blog as a class activity on the board, eliciting pupils' ideas and using a pupil as the model.



Praise pupils for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

**Lesson 3****Grammar goal Pupil's Book, pages 14–15****Warm up**

- Pupils choose one of their grandparents and brainstorm what they think they used to do when they were children. Encourage them to use *He/She used to/didn't use to*.

### 1 Listen to the interview. What did the boy's granny use to do?

- Pupils look at the text. Elicit what kind of conversation the pupils think they will hear (*an interview*). Draw attention to the picture. Elicit ideas about what the boy's granny will talk about (her life as a dancer when she was young).

- Play Track 5. Pupils listen and follow the questions in their books. Check if their predictions were correct. Play the track again. Pupils read and listen for the answers. Read out the questions and encourage pupils to answer in as much detail as possible. Ask if the boy's granny was happy at the ballet school (yes).

### Track 5

- Boy:** *Can I ask you some questions about when you were young, Granny?*
- Granny:** *Yes, of course.*
- Boy:** *Where did you use to live?*
- Granny:** *I used to live in St. Petersburg, in Russia. It used to be called Leningrad. I used to be a ballet dancer. I started dancing when I was three.*
- Boy:** *Really! Did you use to go to school?*
- Granny:** *Yes, I did. I went to the Vaganova Ballet Academy.*
- Boy:** *Wow! Did you use to dance every day?*
- Granny:** *Yes, I did. We had two hours of classical ballet lessons every day and we used to practise on Sunday, too.*
- Boy:** *Did you use to study maths and science, too?*
- Granny:** *Yes, we did. We had six hours of school lessons a day.*
- Boy:** *Wow! You used to work really hard! What did you use to do in your free time?*
- Granny:** *Well, I didn't use to have much free time! But I loved it, I was very happy.*

### Answers

- She used to live in St. Petersburg in Russia.
- Yes, she did. She went to the Vaganova Ballet Academy.
- Yes, she did. She had two hours of ballet lessons every day.
- Yes, she did. She had six hours of school lessons a day.
- She didn't have much free time.

### Grammar box

- Ask: *Did the boy in activity 1 ask his granny questions about her life now? (no) What did he ask about? (her life at ballet school when she was young) Did he find out about things she did once or often in the past? (often).*
- Draw attention to the questions and answers. Elicit how they are different from each other (the first question begins with a question word, *Where*, it elicits a full answer about place. The second question begins with the auxiliary *Did* and elicits a short answer beginning *Yes* or *No*).
- Draw attention to the form *use to* in both questions. Ask what pupils notice (there is no letter *d* on *use*). Ask which other form doesn't have the final letter *d* (negative).
- Pupils look back at the interview questions. They identify the information questions by circling the question words before *did* in the questions. They then say the short answers to the questions beginning with *Did* according to what they heard on the audio.
- Refer pupils to the Grammar reference, page 85, to review and consolidate affirmative, negative and question forms of *used to*.

### 2 Write the questions in order. Match to the answers.

- Elicit how the boy found out the information about his granny's past (*he asked questions*). Ask which time in her past they talked about (*her time at ballet school*).
- Draw attention to the example. Explain that pupils should re-order all the words to make a question. Elicit how they know that this question begins with *Did* (because there is no other question word in the prompts). Elicit what they remember about answers to questions beginning with *Did*, referring them back to the grammar box if necessary (short answers, ending with *did* or *didn't*). Draw attention to the matching line and answer.
- Pupils re-order the words to write the questions. They then draw lines to match the questions and answers.
- Check answers by asking a pupil to ask the question to a classmate who gives the answer.

**Answers**

- a Did you use to dance every day? 4
- b Did you use to study English? 5
- c What time did you use to get up? 1
- d Where did you use to go to school? 3
- e Did you use to do sport? 2

**MIXED ABILITY** If pupils need more support writing the questions, they first read the prompts and circle any question words. Check these together. Pupils say whether the question starts with *Did* or a question word. Elicit which word follows a question word (*did*). Pupils write the questions on the lines below, then draw lines to match to the answers.

**3 Complete the dialogue.**

- Pupils look at the picture and say who they think the people are. Draw attention to the dialogue and elicit who pupils think is speaking and who is asking the questions. Divide the class into pairs to complete the dialogue. Remind pupils to use all the forms of *used to* they have learned.
- Check answers. One pair comes to the front and reads out their dialogue. Others listen carefully and compare their own version. When the pair has finished reading, others put up their hands if they want to challenge any of the answers.

**Answers**

did / use to; used to; use to; did; did / use to;  
used to; did / use to; used to; Did / use to;  
didn't; use to

**EXTRA ACTIVITY** Fast finishers work in pairs to continue the dialogue by writing two more questions and answers. Write two prompts on the board: *TV* and *animals*. Explain that there are various possibilities but they should try to use *used to*.

**4 Write questions to ask an older person. Use the ideas below.** 

This activity promotes social and emotional development because pupils are required to think about the experiences of an older generation and appreciate the differences between their respective lives.

- Pupils think about what they would like to know about an older person's childhood. As a class, brainstorm ideas for questions using the prompts.
- Draw attention to the sentence beginnings and encourage pupils to make questions starting with the question words *What/Where* or with *Did*.

**5 Interview your teacher or role-play the interview with a partner.**

- Tell the class that it is now the year 2050. They are going to conduct an interview about the present day using their questions from activity 4. Pupils ask you their questions. Answer using full sentences with *used to* or short answers. If they role-play with a partner, pupils imagine themselves in 2050 looking back on their life as it is now. Go round the class monitoring their questions and answers. Then invite some pairs to role-play their interviews for the class.

**EXTENSION** Pupils imagine they are going to interview a person who was stranded on a desert island for 20 years. They each write two or more questions to ask about his/her time there. If they need additional support, brainstorm a list of things they want to ask about before they start and write ideas on the board as in activity 4. Play the role of the ex-castaway. Pupils ask you questions. Alternatively, invite more confident pupils to be interviewed.



Praise pupils for their work and tell them that they have now finished the unit and earned a gold medal.

# Review 1

## Lesson objectives

To review and consolidate target language from Units 1 and 2

**Exam practice:** Cambridge English: Flyers, Listening paper, Part 1

**Language review:** *It was raining heavily when I went to bed. While I was looking at these old pictures, I found this one. What was she doing when you met her?*

*My mum used to cook with spices. It didn't use to rain like that here. What did you use to eat?*

## Lesson 1

### Grammar review Pupil's Book, page 16

#### 1 Circle the correct words.

- Pupils look at the picture and talk about what they can see and where they think it might be.
- Pupils read the first sentence. Elicit why *was looking* has been circled as the answer (it is an action that is interrupted by another action). Pupils circle the correct options.
- Check answers. Invite two pupils to read the first question and answer between the boy and granddad. Repeat with different pairs of pupils for each of the remaining three exchanges.

#### Answers

- |                       |                        |
|-----------------------|------------------------|
| <b>a</b> was looking  | <b>g</b> used to       |
| <b>b</b> found        | <b>h</b> was visiting  |
| <b>c</b> to live      | <b>i</b> when          |
| <b>d</b> use          | <b>j</b> was she doing |
| <b>e</b> used         | <b>k</b> was studying  |
| <b>f</b> used to swim |                        |

#### 2 Complete the dialogue with the correct form of the verbs in brackets.

- Pupils read the first two lines of the dialogue. Elicit why *was raining* is the correct answer (it was the action that started before A went to bed and continued after that, so we use the present continuous). Elicit the next answer and the reason (*went* – we use the past simple for the action that interrupts the first one). Draw attention to the next question and the prompts in brackets. Elicit which form of the past pupils will use (*used to*). Elicit which form they will use: affirmative, negative or a question (*negative*).

- Pupils complete the sentences with the past continuous, past simple or *used to*.
- Check answers. Write a–l in a column on the board. Invite pupils to come and write the correct word alongside each letter. Alternatively, they call out the answers and you write.

#### Answers

- |                             |                       |
|-----------------------------|-----------------------|
| <b>a</b> was raining        | <b>g</b> was swimming |
| <b>b</b> went               | <b>h</b> was waiting  |
| <b>c</b> didn't use to rain | <b>i</b> tried        |
| <b>d</b> was driving        | <b>j</b> arrived      |
| <b>e</b> saw                | <b>k</b> was climbing |
| <b>f</b> was / doing        | <b>l</b> used to live |

**EXTENSION** Pupils read the last line of dialogue in activity 2 and imagine they are the fireman who used to live on a farm. They write two or three more sentences to describe what was happening when they arrived at the scene. Encourage them to include a sentence with *used to* if possible. Write some prompts on the board to support them if necessary: what the horse was doing, what the woman was doing, what anyone else was doing, what the firebrigade did, the reason why the fireman knew what to do. They could begin: *When I arrived at the scene ...*

## Lesson 2

### Exam goal Pupil's Book, page 17

#### 3 Listen and draw lines. There is one example.

This activity practises Part 1 of the Listening paper from Cambridge English: Flyers.

- Elicit how we can talk about what people were doing when something happened (use the present continuous for the first action and the past simple for the action that interrupted it). Refer pupils to the grammar box on page 5 if necessary. Elicit which word connects the two parts of the sentence (*when*).
- Pupils look at the picture and say what they can see. Draw attention to the labels around the picture and elicit the meaning of the word *witness*.
- Play Track 6, Witness 1 (see page 79). Draw attention to the sample answer. Elicit what the pupils heard that identifies this as Witness 1 (*I was looking in the shop window ...*).

- Play the rest of the track. Pupils listen and draw matching lines. Pause the track after each witness if necessary.
- Divide the class into pairs. Pupils compare their answers. Play the track again. Pupils check and review the answers. Hold up your book. Ask: *Where's Witness (2)?* Invite volunteers to identify the person.

#### Answers

- Witness 1: woman looking in shop window  
 Witness 2: woman at bus stop  
 Witness 3: girl crossing the road  
 Witness 4: girl leaving the school  
 Witness 5: woman buying a newspaper  
 Witness 6: woman coming out of supermarket

**EXTENSION** Pupils look at the picture in activity 3 and choose one, or more, of the witnesses to the car accident who were not matched in the listening activity. They write a sentence or two, saying what they saw. They use the past continuous or the past continuous and past simple if possible. Play all, or part of, Track 6 again as a model. Pupils begin: *I was (riding my bike outside the school) when ....*

#### What can you do? Circle a medal.



This activity encourages pupils to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Pupils read statement 1. Elicit the grammar they need to use to be able to do this (*past continuous and past simple*). Refer them to the grammar boxes on pages 5 and 8 if necessary.
- Pupils circle a medal according to how they feel about their ability to understand and use the language correctly. For example, if they feel they still need support, they might choose to circle the bronze medal; if they are fairly confident but feel they need further practice they might choose to circle the silver one; if they are confident in their understanding and can use the language with few mistakes, they could circle the gold one. Point out that they can refer back to their medal later and see if their evaluation has changed.
- Pupils read statement 2. Elicit the grammar they need to use to be able to do this (*used to*: affirmative, negative, questions and short answers). Refer them to the grammar boxes on pages 11 and 14 if necessary. Pupils circle a medal as above.
- Encourage pupils to discuss which unit they liked most and which activities they enjoyed.