

2

Life in the past

Lesson 1

Reading

Pupil's Book pages 22–23

2 Life in the past

Lesson 1 Reading

1 Look at the pictures. When did the man write his diary?

a two years ago b fifty years ago c more than 350 years ago

2 What is happening in each picture?

3 Read the diary and check your answers to Activity 2. Be a star!

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

Vocabulary: build, burn down, bury (buried), dig (dug), freezing, office, portrait, possession, servant, soldier

In 1666, Samuel Pepys, a writer and government administrator in Great Britain, wrote a famous diary.

Monday, 22nd January
It was very cold this morning – there was ice on the inside of the windows! The servants made a fire for me in the bedroom. I had to wear three jackets, but I was still freezing! It was dark, too – I needed two candles to write this diary entry.

Wednesday, 7th February
Most people haven't got a clock or a watch because they're very expensive. Last night, the cat woke me up. I didn't know what time it was. Then I heard the night watchman shouting, 'One o'clock on a cold and windy night!' This morning, I bought my very first watch, so now I'll always know the time!

Friday, 16th March
I can't see very well, so yesterday I bought a pair of glasses. I took the boat to my office and I could see all the ships on the River Thames! There were lots of ships, so it was difficult to get to work. The river didn't use to be so busy. But I'm so pleased that I can see clearly again!

Friday, 15th June
Today I bought Elisabeth a very expensive necklace – it cost £4! Mr Hales is coming to paint her portrait today. He's an artist, but he used to work in my office. I'm worried because Elisabeth's false teeth are very uncomfortable. She'll have to sit for hours while Mr Hales paints her portrait – I hope she doesn't look unhappy!

Sunday, 2nd September
The servants woke me up early this morning – there's a great fire in the City of London! It was an emergency, so I rode my horse into the city to speak to the King. They used to build houses here with stone. Now they use wood, so the fire is growing very quickly. Soldiers are pulling down houses in front of the fire, but it's still moving very fast.

Monday, 4th September
Elisabeth and I were worried that our house was going to burn down, so this afternoon we took our possessions outside and hid them. One of my most expensive possessions is a block of Parmesan cheese from Italy! We dug a hole in the garden and buried the cheese so no one can steal it! I hope it stays safe!

Adapted from The Diary of Samuel Pepys

Unit 2 Reading skill: use pictures to help understanding WB: page 16

Learning objectives: Read extracts from a diary; Reading skill: use pictures to help understanding

Vocabulary: build, burn down, bury (buried), dig (dug), freezing, office, portrait, possession, servant, soldier

Resources: (PK) - Unit 2, Lesson 1, Vocabulary tool; (TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.9

Materials: Class Audio CD1

Warm-up: Disappearing words

- Play *Disappearing words* (see Games Bank, pages 14–17). Write ten words from the vocabulary boxes in Unit 1 on the board.

1 Look at the pictures. When did the man write his diary?

- Children look at the pictures on pages 22–23. Ask *Are the characters from the past, the present or the future? How do you know?* Elicit answers.

- Read out the text in the box at the top of the diary. Ask *Who was Samuel Pepys? (a writer and government administrator) What did he do? (he wrote a famous diary)*
- Have the children point to Samuel Pepys in each picture. Find out if they had heard of him before. Ask them how long ago they think he wrote his diary. Ask them to give reasons for their answers.
- Explain that Samuel Pepys wrote his diary in the 17th century, 350 years ago.
- Tell them that Samuel Pepys was born in 1633 and he died in 1703. He is famous for the diary he wrote between 1660 and 1669, in which he described his work and his life in London. He lived through two disasters: the Plague and the Great Fire of London.
- Ask *Was life very different in the 17th century? (yes) What objects can you see that are from the past? (clothes, a pen made from a feather, ships, houses)*

Answer: c

2 What is happening in each picture?

- Point to each picture and ask *Where are they? What are they doing?*
- Elicit answers. Discuss and compare different ideas.

3 1.9 Read the diary and check your answers to Activity 2. Be a star! ★

- The children read the diary extracts to find out what is happening in each picture. Ask *What are the two women doing in the first picture? (making a fire) What is Samuel Pepys doing? (writing his diary) Where is he in the second picture? (on the River Thames) Where is he going? (to his office) Who is the woman in the third picture? (Pepys' wife, Elisabeth) What is happening? (an artist is painting a picture of her) What is happening in the last picture? (the houses are on fire)*
- Ask questions to elicit what was different 350 years ago, e.g. *Why was there a fire in the bedroom? (it was cold) What did he need the candles for? (to see and write his diary) What does a watchman do? (he shouts the hour and weather) What were houses made of? (wood)*
- Play the audio if the children need additional support.

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 135 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *servant, dig, build, soldier, office, freezing, burn down, portrait, bury, possession*. The class call out the words. Check and correct pronunciation as necessary.

Teaching star! ★

Vocabulary

- Encourage the children to manage their learning by creating their own material to use.
- The children make cards with the words in the vocabulary panel written on one side and definitions on the other. Tell children they can use the cards whenever they need them.

Cooler: Telephone

- Play *Telephone* (see Games Bank, pages 14–17) with the following sentences from the diary on pages 22–23: *Most people haven't got a clock or a watch because they're expensive. I can't see very well, so yesterday I bought a pair of glasses. He's an artist, but he used to work in my office. It was an emergency, so I rode my horse into the city to speak to the King.*

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2 Life in the past

Lesson 1 Vocabulary

1 Look and read. Choose the correct words and write them on the lines.

There is one example.

build	burn down	bury	dig	freezing
office	portrait	possession	servant	soldier

- A picture or painting of a person. portrait
- Very, very cold. _____
- Someone who works for another person in their house. _____
- To put something in the ground and cover it. _____
- A building or room where people work. _____
- A person who works in the army. _____
- Something that is yours – it belongs to you. _____
- To make something by putting parts or materials together. _____
- To use a tool to make a hole in the ground. _____
- To be destroyed by fire. _____

2 Complete the text with the words from Activity 1.

I am a soldier in the King's army. Yesterday I woke up early in the morning. The weather was very cold – it was freezing outside. I got up and called my servant to bring breakfast. Suddenly I heard someone shout. First, I looked out of the window. There was a huge fire in the streets. The houses near us were going to burn down. Soon we may need to build new houses. I went to my office and found my possession. It was a small portrait of my wife. I went outside to the garden to dig a hole. I had to bury the portrait. To save it from the fire.

1 **Look and read. Choose the correct words and write them on the lines. There is one example.**

Answers: 1 portrait 2 freezing 3 servant
4 bury 5 office 6 soldier 7 possession
8 build 9 dig 10 burn down

2 **Complete the text with the words from Activity 1.**

Answers: 1 soldier 2 freezing 3 servant
4 burn down 5 build 6 office 7 possession
8 portrait 9 dig 10 bury

1 Read the diary on pages 22–23 again. Number the events of Samuel's life in order.

- Elicit what the children can remember from Samuel Pepys' diary on pages 22–23.
- Read out the example and elicit which event they think would be the last one (a: Samuel and Elisabeth buried the cheese).
- The children read the rest of the sentences. Then they read the diary again quickly and number the rest of the events in order.
- Check answers as a class.

Answers: a 7 b 2 c 4 d 6 e 5 f 1 g 3

2 Work out the answers to the questions.

Be a star! ★

- The children read the questions individually and think about the answers.
- Explain that the answers are not given explicitly in the text, but there are clues. Children skim the text to find and underline information to help them answer the questions.
- The children compare their answers in pairs.
- Check answers as a class. Ask the children to give reasons for their answers.

Answers: 1 Because he didn't have a clock or watch. 2 Because he had new glasses and could see the ships clearly. 3 She was Samuel's wife. 4 Yes, he was. He had servants, he was rich, and he knew the King. 5 Because the houses were made of wood. 6 Because it was very valuable, so they wanted to protect it from the fire and from thieves.

Teaching star! ★

Mixed ability

- Inferring meaning and drawing conclusions is an advanced reading skill. You may need to give less confident learners more support to help them read more attentively.
- When you are checking the answers to Activity 2, make sure you ask some less confident learners to respond. If they find this difficult, help them by asking prompt questions to draw their attention to the appropriate information in the text. This will help boost their confidence and give them a model to follow next time.

Lesson 2 Reading comprehension

1 Read the diary on pages 22–23 again. Number the events of Samuel's life in order.

- Samuel and Elisabeth buried the cheese.
- Samuel bought his first watch.
- An artist painted Elisabeth's portrait.
- Soldiers tried to stop the fire.
- There was a great fire in London.
- Samuel had to wear three jackets.
- Samuel went to work by boat.

2 Work out the answers to the questions. (Be a star!)

- Why didn't Samuel know the time when he woke up?
- Why was he able to see the ships on the Thames?
- Who do you think Elisabeth was?
- Was Samuel an important person? Why? / Why not?
- Why did the fire grow so quickly?
- Why did Samuel and Elisabeth bury the cheese?



3 How do you think life was different in the past? How was it the same? Discuss.

Working with words

Make nouns from verbs

Sometimes we can make nouns from verbs. We often add -er or -or.
 paint – painter direct – director
 Learning how to change words to make different parts of speech can help you expand your vocabulary.

Make nouns from these verbs.

- | | | | |
|---------|-------|----------|--|
| 1 act | actor | 4 build | |
| 2 teach | | 5 invent | |
| 3 sail | | 6 visit | |

Learning objectives: Reading skill: infer meaning and draw conclusions; Working with words: make nouns from verbs

Resources: (PK) - Unit 2, Lesson 2; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 2

Materials: Class Audio CD1; images of different objects, coloured sheets of paper

Warm-up: Past, present, or future?

- Write *past* (1666), *present* (the current year) and *future* (2416) on three different parts of the board. Check children understand that the dates refer to the past, present and future.
- Read out the following sentences and have the children point to the correct word, depending on whether the sentence is about the current year, 1666 or 2416:

I went to the cinema last night. The night watchman woke me up at two o'clock this morning. We are going on holiday to Mars this summer. I bought a pair of jeans last month. They have lived on the Moon for two years. I needed three candles to write my diary yesterday.

How do you think life was different in the past? How was it the same?

Discuss.

- Elicit some ideas for things that have changed over the last 300 years, e.g. food, transport, fashion, power, clothes, buildings, music, entertainment.
- Choose one of the topics, e.g. transport. Ask how transport today is different to transport in the past. Elicit whether there are any similarities.
- Divide the class into pairs or small groups. Children discuss how they think life was different in the past and how it was the same, using the topics above to help them.
- While they do this, circulate, monitor and help if necessary.

Working with words

Make nouns from verbs

- Read out the information in the blue box.
- Write on the board *I paint portraits. I am a painter.* Ask *Is 'painter' a noun or a verb? (noun) Is 'paint' a noun or a verb? (verb)*
- Read out the second example (*direct – director*) and elicit which is the noun and which is the verb.

Make nouns from these verbs.

- The children write the nouns. They then check their answers with a partner.
- Have the children choose three nouns from the list and write sentences with them.
- Children work in pairs and check their partner's sentences with them.
- Check answers as a class.

Answers: 1 actor 2 teacher 3 sailor 4 builder
5 inventor 6 visitor

Cooler: Stickman

- Divide the class into two teams. Play *Stickman* (see Games Bank, pages 14–17) with different nouns and verbs. Allow the children to come to the board and take control of the game.
- Make sure they know that they can only play with nouns and verbs.

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Lesson 2 Reading comprehension

1 Read the diary on Pupil's Book pages 22–23. Write T (True) or F (False).

1 Samuel Pepys bought a watch to tell the time. ☐ T
2 He got to work quickly on 16th March. ☐
3 Elisabeth had her own teeth. ☐
4 It took a long time to paint a portrait. ☐
5 The Great Fire of London started on 2nd September. ☐
6 It destroyed houses built of stone. ☐

2 Complete the sentences with your own words.

1 Samuel was wearing three jackets because _____
2 He knew what time it was when he heard _____
3 After he bought a pair of glasses he felt _____
4 The servants woke him up early because _____
5 He went to speak to the King because _____
6 He hid his most expensive possession _____

Working with words

3 Make nouns from the verbs in the box. Write the words in the correct column.

eat build direct invent point sail teach sing

-er	-or
	actor

4 Complete the sentences with the correct form of the words in Activity 3.

1 My friend wants to be an actor. I'm going to watch her act in our school play.
2 My uncle is a sailor. He sailed around the Caribbean last summer.
3 Thomas Edison invented the light bulb. He's my favourite inventor.
4 Jane's grandfather built their family home. He used to be a builder.
5 Steven Spielberg is a famous director. He directed the Indiana Jones films.

Unit 2 19

1 Read the diary on Pupil's Book pages 22–23. Write T (True) or F (False).

Answers: 1 T 2 F 3 F 4 T 5 T 6 F

2 Complete the sentences with your own words.

Answers: Children's own answers.

3 Make nouns from the verbs in the box. Write the words in the correct column.

Answers: -er: builder, painter, teacher, singer
-or: actor, director, inventor, sailor

4 Complete the sentences with the correct form of the words in Activity 3.

Answers: 1 actor / act 2 sailor / sailed
3 invented / inventor 4 built / builder 5 director / directed

Lesson 3 Grammar

1 Look and read.

Graphic **Grammar**

used to: affirmative and negative

He used to be an actor.


He didn't use to teach maths.


I / You / He / She / It used to work in an office.
We / They didn't use to wear glasses.


2 Complete the text with *used to* / *didn't use to* and the verbs in brackets.


Life was very different in the time of Samuel Pepys. He ¹ used to have (have) servants, and they ² used to make (make) a fire in his room every morning. People ³ didn't use to have (not have) electricity, so Samuel ⁴ used to light (light) candles. He ⁵ didn't use to wear (not wear) glasses, but he bought a pair so he could see better. There weren't any cameras, so Samuel ⁶ used to pay (pay) an artist to paint portraits of his family. People ⁷ didn't use to have (not have) cars, so Samuel ⁸ used to travel (travel) to his office by boat.

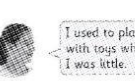
3 Talk about when you were three years old. What was different? Use the prompts and add your own ideas. (Be a star!)


 play / with toys

 not / go / to school

 mum / read / to me

 go / to bed very early

 I used to play with toys when I was little.

 not / choose / my own clothes

Unit 2 Use *used to* to talk about past habits and situations. WB: page 20 **25**

Learning objectives: Use *used to* to talk about past habits and situations

Grammar: *used to*: affirmative and negative

Resources: (PK) - Unit 2, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: What can you see?

- The children open their Pupil's Book on pages 22–23. Give them 15 seconds to look at the pictures. Tell them to close their books.
- Have them write down all the things they can remember that were different in the past (e.g. houses made of wood, a fire in the bedroom, candles instead of electric lights).

1 Look and read.

- Refer the children to the picture in Activity 1. Ask *What can you see? Where is the man now? What is his job? Where was he 10 years ago? What was his job?*
- Read out the sentences in the **Graphic Grammar** box. Elicit the verbs (*used to* / *didn't use to*, *be*, *teach*, *work*, *wear*).
- Ask *Was he an actor in the past? (yes) Is he an actor now? (no) Did he teach maths in the past? (no) Does he teach maths now? (yes)*

- Explain that we use *used to* to talk about past situations that are not true now or for things we did regularly in the past, but don't do now.
- Ask *Which sentences are negative? How do you know?* (Refer the children to the red box and the red letters for *didn't*.)
- Refer the children to the blue and red boxes and ask them to notice the form of *used to* in the affirmative and negative sentences. Elicit the different spelling (*used* / *use*). Ask *What form of the verb follows used to?* (*infinitive*)
- Refer the children to the chart and have volunteers make different sentences.
- Have the children look back at the reading texts on pages 22–23 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If using the video, ask children the questions in the first point above. Then play the video and follow the procedure above.
- Play the video again and have the children repeat the sentences.

2 Complete the text with *used to* / *didn't use to* and the verbs in brackets.


- The children scan the text. Ask *How many verbs are negative?*
- Look at the example as a class. Ask *What is the form of the verb after used to?* (*infinitive without to*) Elicit the negative form and spelling of *used to* (*didn't use to*).
- The children complete the text individually using *used to* / *didn't use to*.
- Check answers as a class.

Answers: 1 *used to have* 2 *used to make* 3 *didn't use to have* 4 *used to light* 5 *didn't use to wear* 6 *used to pay* 7 *didn't use to have* 8 *used to travel*

Teaching star!

Evaluating work

- Peer editing is a very useful way of developing critical reading skills, as well as consolidating new grammar structures. Before checking Activity 2 as a class, have the children swap with a friend and check each other's work. Ask them to circle errors in pencil, but not correct them. They then look at their own work and write in any corrections required.
- After checking answers as a class, ask if any repeated errors occurred. Elicit ideas on how to remember that it's *didn't use to* not *didn't used to* (e.g. *You say didn't play, not didn't played.*).

- 3  **Talk about when you were three years old. What was different? Use the prompts and add your own ideas.**

Be a star! 

- Refer the children to the pictures in Activity 3 and ask them what they can see.
- Have a volunteer read the example in the speech bubble.
- Divide the class into pairs and have children take turns to say what they used to / didn't use to do when they were three years old.
- Ask volunteers to say what his / her partner used to / didn't use to do.

Cooler: True or false?


- Play *True or false?* (see Games Bank, pages 14–17).
- Tell the children some things about yourself that may or may not be true, e.g. *I used to play video games all the time. I used to live in another city. I used to play soccer. I used to be a dentist. I didn't use to like chocolate.*
- The children guess if the sentences are true or false.
- Ask volunteers to make true / false sentences about themselves and continue playing the game.

Workbook page 20

Lesson 3 Grammar


1 Read and circle the correct form.

This is my great grandfather. Life was very different when he was young. He used to / didn't use to work in an office in the city. Traveling to the city was difficult. People used to / didn't use to have cars so they used to / didn't use to walk a long way. My great grandmother used to / didn't use to work in the city, she stayed at home every day. She used to / didn't use to cook and clean, and she used to / didn't use to make a fire every morning because it was so cold. There wasn't any electricity so people used to / didn't use to watch TV. In the evenings, my great grandfather used to / didn't use to light candles to read.



2 Write about you when you were four years old. Use *used to* or *didn't use to*.

1 I _____ go to school.
2 I _____ go to bed early.
3 I _____ read books.
4 I _____ play computer games.
5 I _____ speak English.
6 I _____ have a favourite toy.



3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

travel servants electricity candles computers

Life in my country 200 years ago was very different.
People didn't use to travel by bus or car.

20 Unit 2 Go to Grammar reference page 119

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 while completing these Workbook activities.

1 Read and circle the correct form.

Answers: 1 used to 2 didn't use to 3 used to 4 didn't use to 5 used to 6 used to 7 didn't use to 8 used to

2 Write about you when you were four years old. Use *used to* or *didn't use to*.

Answers: Children's own answers.

3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

Answers: Children's own answers.

Grammar reference (page 119)

1 Complete the dialogue with the correct form of *used to*.

Answers: 1 used to live 2 did you use to walk 3 didn't use to have 4 Did you use to do 5 used to tidy 6 did you use to do

Lesson 4 Language in use

1 1.10 Listen and say.

calculator carpet cottage history vacuum

Hi, Grandpa. Can I ask you some questions about when you were little?

Yes, of course.

Where did you use to live?

I used to live in a cottage in the countryside.

Did you use to have servants?

No, we didn't! I used to help with the chores.

What chores did you use to do?

I used to tidy up and vacuum the carpets.

Did you use to study maths at school?

Yes, I did. But we used to do it in our heads. We didn't use to have calculators.

Wow! Poor you!

2 Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

flat in the city dust and wash up history

find information in the library the internet

3 Write questions about the past. Add two more questions.

1 where / live? Where did you use to live?

2 what / do / at weekends? _____

3 help / with the chores? _____

4 work / on a computer? _____

5 _____

6 _____

4 Ask and answer the questions in Activity 3 with a partner. (Be a star!)

26 Unit 2 Ask and answer questions with used to WB: page 21

Learning objectives: Ask and answer questions with *used to*

Grammar: questions with *used to*

Vocabulary: calculator, carpet, cottage, history, vacuum

Resources: (PK) - Unit 2, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.10 and Language in use video

Materials: Class Audio CD1; blank cards

Warm-up: 1, 2, 3, unscramble!

- Play 1, 2, 3, unscramble! (see Games Bank, pages 14–17) with the following sentences:
He used to be an actor.
He didn't use to teach maths.
I used to live in a cottage.
We didn't use to have calculators.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 135). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 135.
- Then use the dictionary to give definitions in the following order to elicit the words: *history, carpet, calculator, vacuum, cottage*.

1 1.10 Listen and say.

- Refer children to the picture in Activity 1. Ask who the boy is (Oliver) and who they think the man is.
- Play the audio. The children listen to the dialogue and follow in their books. They check if their ideas were correct.
- Have the children notice the structure of *used to* in questions. Write on the board *Where did you use to live? What chores did you use to do?* Elicit that these are *Wh-* questions and that we ask them when we want information. Write on the board *Did you use to live in the countryside? Did you use to study maths?* Elicit that these are *yes / no* questions and that we ask them when we expect the answer to be *yes* or *no*.
- Play the audio again, pausing after each line for the children to repeat.
- Divide the class into two groups and have each group read a part of the dialogue. Then have the groups switch roles.
- The children then practise the dialogue in pairs.
- Ask for volunteers to read out the dialogue.

- Play the video and follow the same procedure as above.
- Children listen to the dialogue and repeat after each line.
- Divide the class into two groups and have each group say one part of the dialogue.

2 Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

- Refer the children to the first phrase in the green box (*flat in the city*). Read out the first two lines of the dialogue in Activity 1 with a volunteer for the boy's part. When the volunteer asks *Where did you use to live?*, answer *I used to live in a flat in the city*.
- Explain to the children that they continue in this way, choosing a phrase from each box to replace the underlined words and sentences in the dialogue.
- Divide the class into pairs. They role-play the new dialogue and then they change roles.

- While they do this, circulate, monitor and help.
- Have volunteers role-play their dialogue for the class.

Teaching star! ★

Mixed ability

- Ask fast finishers to come up with a second dialogue, this time replacing the underlined words with their own ideas. This will help them understand how to adapt the new structure to meet their own requirements.
- When volunteers are role-playing their dialogue for the class, invite some fast finishers to perform their own version too.

3 Write questions about the past. Add two more questions.

- Refer the children to the first prompt (*where / live*) and write it on the board. Elicit the full question and write it under the prompt, highlighting what has been added to make the question. Do the same with the third prompt (*a yes / no question*).
- The children complete the activity individually.
- Elicit answers and ask volunteers write their questions for numbers 5 and 6 on the board.

Answers: 1 Where did you use to live? 2 What did you use to do at weekends? 3 Did you use to help with the chores? 4 Did you use to work on a computer? 5, 6 Children's own answers.

4 Ask and answer the questions in Activity 3 with a partner. Be a star! ★

- Model the activity with a volunteer. Ask *What did you use to do at the weekends?* Let the child answer. Then say what you used to do (e.g. *I used to go to the park with my dog every weekend*).
- The children ask and answer the questions in Activity 3 in pairs.
- Have volunteers perform their dialogue for the class.

Cooler: Tic-tac-toe

- Play *Tic-tac-toe* (see Games Bank, pages 14–17). Give the children prompts to make questions with *used to*, e.g. *Where / live?*; *Who / live with?*; *have / a computer?*; *read / books?*; *play / football?*; *have / lots of toys?*; *What time / go / to bed?*

Workbook page 21

Lesson 4 Language in use

1 Unscramble the questions about when you were five. Then answer for you.

1 English / Did / you / speak / use / to ? Did you use to speak English?

2 play / What / use / games / to / you / did ? _____

3 pet / use / have / Did / to / you / a ? _____

4 bed / What / did / to / go / time / use / to / you ? _____

2 Write questions with the prompts to complete the dialogue.

A: 1 Where / live? Where did you use to live?
 B: I used to live in a cottage near the beach.
 A: 2 have / servants? _____
 B: No, we didn't. I used to help with the chores.
 A: 3 What / chores / do? _____
 B: I used to dust and vacuum the carpets.
 A: 4 go / to school? _____
 B: Yes, I used to go to the village school.
 A: 5 What / study? _____
 B: We used to study maths, history ... all the subjects that you study!
 A: 6 go out / with friends? _____
 B: Yes, I did. We used to go to the cinema.

3 Write questions to go with the answers.


1 Did you use to have hot water?
 No, I didn't. There wasn't any hot water in my house.

2 _____
 I used to read or sew in the evenings.

3 _____
 I used to walk to school.

4 _____
 Yes, I did. I used to play outside every day.

5 _____
 I used to play tennis.



Go to Grammar reference page 119 Unit 2 21

1 Unscramble the questions about when you were five. Then answer for you.

Answers: 1 Did you use to speak English? 2 What games did you use to play? 3 Did you use to have a pet? 4 What time did you use to go to bed? Children's own answers.

2 Write questions with the prompts to complete the dialogue.

Answers: 1 Where did you use to live? 2 Did you use to have servants? 3 What chores did you use to do? 4 Did you use to go to school? 5 What did you use to study? 6 Did you use to go out with friends?

3 Write questions to go with the answers.

Answers: 1 Did you use to have hot water? 2 What did you use to do in the evenings? 3 How did you use to go to school? 4 Did you use to play outside? 5 What did you use to play?

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 while completing these activities.