

## Teacher notes

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# How did we use to live?

### Language point

Used to

### Aim

To present and practise *Used to*.

### Activity

Students are presented *Used to* in the context of inventions and then match sentence halves.

### Organization

Pair work and whole class.

### Preparation

Make enough copies of the first page of the activity for the number of students in your class.

Make enough copies of the second page for the number of pairs in your class.

Cut up and mix sentence halves for each pair.

### What do I do?

- 1 Put students into pairs and hand out the first page of the activity.
- 2 Students think of three inventions that changed the world and write down what life was like before the invention and how life has changed with it.
- 3 Use one student's idea as an example to present the form of *Used to*.
- 4 Students rewrite their sentences using *Used to*.
- 5 Hand out the sentence halves.
- 6 Students match the sentence halves.

# How did we use to live?

Write down **3 inventions** that changed the world

Explain what life was like **before** each invention and how life is different with it.

**Example:**

*The Internet - Before the Internet, most people wrote letters, but now we send emails.*

1.

2.

3.



People used to count with abacuses	but now we have calculators and computers
England used to send criminals to Australia	but now English people go there on holiday
European children used to go to work when they were very young	but now they usually don't start working until they are 16 or 18
People used to travel on horses	but now we have cars and motorbikes
People used to keep food fresh by putting salt on it	but now we have refrigerators
People used to tell each other stories for entertainment	but now they watch TV and movies
Women didn't use to wear trousers	but now many women wear jeans
People used to tell the time with the sun	but now we use watches and clocks