Those were the days

In this lesson - Talk about when you were a child

Core activities - 3-6, 8-9

Grammar - used to for repeated actions and states in the past

Examples: He used to be rich.
She used to hate him.
She didn't use to do any exercise

See ‘Language reference’ (Teacher’s book page 97)

Introduction

1a

Use one or two of the pictures to elicit or teach ‘hard life’ (in this context, a life with little or no money) and ‘successful life’ (in this context, material success).

In pairs, learners look at the pictures and write S (successful life) or H (hard life) in the boxes.

Feedback as a class.

1a answers

1) steak for dinner - S
2) limousine - S
3) lots of money - S
4) bread and water for dinner - H
5) no home - H
6) an old van - H
7) a castle - S
8) no money - H
9) a private jet - S

1b

Round off the activity by discussing the question as a class.

Listening

2a

Direct attention to the picture of Bob Jones. In pairs, learners discuss what they think Bob Jones does and whether he is successful.

Feedback as a class.

2a answer

Accept any reasonable suggestions, but keep the question open. Learners will discover the answers for themselves when they listen in activity 2b.

Teaching tip – listening for main ideas

This is also called ‘gist listening.’ It is the kind of listening we do when we listen to ‘get the drift’ of what someone is saying. Encourage learners to develop this skill by explaining that they don’t have to understand every word to get a general picture of what someone is saying. Gist listening tasks can be useful to build learner confidence before more detailed listening, and is an important skill in its own right.

2b

Assure learners that they will listen to the interview more than once, and that they do not have to understand every word. At this point they are just listening to get a general idea and check the guesses they made in activity 2a.

Feedback as a class.

2b answer

Bob is a rock star / rock musician and he is successful.

CDS - script 32 (page 88, Student book) 1:34

DJ: Good morning and welcome to all our listeners on WGFM. My guest on today’s show is legendary rock star, Bob Jones. It’s good to see you, Bob.

Bob: It’s nice to be here, Marty.

DJ: Bob, you’re known today for your millionaire, rock and roll lifestyle. You have lots of money, a private jet... You live in a castle and you drive everywhere in a limousine. But I believe life wasn’t so good for you 30 years ago.

Bob: 30 years ago? No. Life wasn’t so easy. I didn’t use to live in a castle... And no limousines or jets – I used to have an old van.

DJ: A van?

Bob: That’s right, Marty. A friend gave me an old white van. I drove that van all around this country. I used to play my music in small bars and clubs – I played anywhere that would give me a chance.

DJ: So life was hard?

Bob: Yes. Marty. Life used to be hard when I was young. I worked hard. I didn’t use to have money. But, you know? I didn’t worry. I had fun. They were great days.

Feedback in pairs and then as a class.

4a

In pairs, learners complete what Bob says about his life 30 years ago with used to or didn’t use to. Monitor and assist as necessary.

4b answers

1) I didn’t use to live in a castle.
2) I used to have an old van.
3) I used to play my music in small bars and clubs.
4) Life used to be hard 30 years ago.
5) I didn’t use to have money.

5

Discuss the question briefly to round off the activity. Learners will have to make inferences to answer this question. Point out to learners that to answer a question like this they have to pay attention to the emotion conveyed by intonation as much as specific words or phrases.

5 answers

Bob’s tone implies that, though life was hard, he was happy with his life 30 years ago. He also says that that they were ‘great days,’ that he ‘didn’t worry’ and that it was ‘fun.’
Language focus
Go over explanations and examples with learners.
Highlight the fact that we only use used to for repeated actions or states that lasted some time in the past – we don’t use it for something that only happened once (e.g. I went for a holiday in France in 1990. Not I used to go for a holiday in France in 1990.)

You may like to point out that the past simple can also be used to talk about past states and repeated actions in the past (“I was happy when I was a teenager”/ “I used to be happy when I was a teenager.”)

Practice
6a In pairs, learners decide which sentence cannot be rewritten using used to.
If necessary, remind learners that used to is not used for actions that only occurred once.
Feedback as a class.

6a answers
Sentence 2 cannot be rewritten.

Elicit the reason why.

answer
Sentence 2 refers to an action that only happened once.

6b In pairs, learners rewrite the other sentences with used to / didn’t use to.

6c Learners listen to check answers.

CD 5 - 34

6c answers
See CDS script 34 - answers in bold.

CDs script 34 (page 89, Student book) 0:57

Life didn’t use to be so easy.
2) A friend gave me an old white van. (unchanged)
3) I used to drive that van all around this country.
4) I used to play anywhere that would give me a chance.
5) I used to work hard.
6) I didn’t use to worry.
7) I used to have fun.

7a answers
They sound the same.

7b Learners listen again and copy the pronunciation.

8a Read through the questions and check understanding.
You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English.

Learners time to think and make a note of their own answers. Monitor and assist as necessary.

8b Learners write three more questions about childhood and add them to the list of questions in activity 8a. You may like to first elicit some possible questions from the class as a whole.

Allow learners time to think and write. Monitor and assist as necessary.

9a In pairs, learners ask and answer the questions on their lists.
Highlight the example and encourage learners to give additional information in their answers.
Monitor, but stay in the background as much as possible in this activity.

9b Feedback. Learners tell the class about their partner.
Highlight good use of vocabulary and language.
Elicit correction of errors/mistakes.

Homework
Highlight the homework reference at the bottom right of page 71 in the Student book. Tell the learners to turn to page 101.
Set lesson 17 activities 1 and 2 for homework.
Check learners understand what to do for activity 1, then do activity 2a together.

Homework answers
1 a) He used to live with his parents but now he lives alone.
b) He didn’t use to work but now he’s a teacher.
c) He used to ride a bicycle but now he drives a car.
d) He used to read comics but now he reads newspapers.
e) He didn’t use to like spicy food but now he loves curry.
f) He didn’t use to do exercise but now he goes to the gym.
g) He didn’t use to like watching movies but now he often goes to the cinema.
h) He used to play video games but now he plays online poker.

2 a) People used to listen to the Beatles.
b) People used to wear mini-skirts.
c) People didn’t use to play video games.
d) People used to say ‘Love and peace’.
e) People didn’t use to send emails.
f) People didn’t use to use mobile phones.
g) People used to watch black and white televisions.