

Introduction

Welcome to the *English for Teaching 1: How it used to be* module. This first unit of the module takes about one hour. By the end of the unit, you'll be able to:

- talk about past habits and states
- distinguish between *used to* and *would*.

To begin the unit, watch the introduction from Rob.

Video Transcript

ROB: Welcome to the module!

This module's title is 'How it used to be'. You're going to remember your schooldays and look at how to compare the past with now.

This first unit of the module is about language. You'll listen to a teacher talking about her schooldays and her life now, and then analyse the language she uses to do that.

My own schooldays seem like a very long time ago now! I remember I used to love the summer term when we'd spend long evenings after school playing football. In the winter, though, the days were much shorter in the UK. We'd finish school at 3.30 and then there would only be an hour or so before it started to get dark! I still love the summer months, but I don't tend to play so much football nowadays.

What about you? What are some of your strongest memories about your schooldays? On the next slide you'll read some questions that'll help you think back..

Back to school 1

Some people say that their schooldays are the best days of their lives. Did you enjoy going to school?

Think back to when you were at primary school and answer these questions:

- What did you like to eat?
- What was your favourite drink?
- How did you go to school?
- Who was your best friend?
- What did you do in your free time?
- What was your hair like?
- Where did you live?
- What did you do at the weekends?

Back to school 2

Listen to Anne, a teacher, talking about how her life has changed. Read the notes about what Anne says and decide if each refers to then or now.

Back to school 2

Listen to Anne, a teacher, talking about how her life has changed. Read the notes about what Anne says and decide if each refers to then or now.

Bus – 20 minutes

Then

Now

Clothes – black trousers and a blouse

Then

Now

Hairstyle – long hair

Then

Now

In evenings – mark homework

Then

Now

Favourite food – pizza

Then

Now

At weekends – go shopping

Then

Now

Transcript

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FEMALE SPEAKER: I used to get up around seven o'clock when I was a child and I still get up around the same time. In those days, I would usually walk to school with my father, as his office was near my school. Now I go to work by bus as it's too far to walk. It takes about twenty minutes or so.

I wasn't interested in clothes then and I used to wear a uniform for school. This was a navy-blue skirt and a white blouse. In the winter, I wore a big, blue jumper. Now I am a teacher. I usually wear black trousers and a blouse. I also used to have very long hair in those days, but it's quite short now.

When I was younger, I used to do my homework as soon as I got home from school. Nowadays, I often mark homework.

My mother would always cook in the evening. I think my favourite food used to be pizza. But now, I love fish, especially salmon. When I was a child, I never used to eat fish. I didn't like the taste. I also used to drink a lot of sugary drinks. But now, I prefer juice.

At the weekend, I used to play with my friends, or sometimes go shopping with my family. I still spend a lot of time with my friends at the weekend, and we often go to the theatre. However, I sometimes spend Sunday evening planning my lessons.

Bus – 20 minutes

Then

Now

Clothes – black trousers and a blouse

Then

Now

Hairstyle – long hair

Then

Now

In evenings – mark homework

Then

Now

Favourite food – pizza

Then

Now

At weekends – go shopping

Then

Now

Back to school 3

Now make notes about yourself. First write about 'then' – when you were a child – and then write about 'now'.

There are no incorrect answers here as these are your own notes. You'll use them later in the module.

Then

Get up

Go to school

Wear

Hairstyle

Do in the evening

Favorite food

Favorite drink

Weekends

Now

Get up

Go to school

Wear

Hairstyle

Do in the evening

Favorite food

Favorite drink

Weekends

GRID SYSTEM

12

6 6

8 4

4 4 4

2 6 4

COMPONENTS

Watch Rob and follow his instructions.

Anne

I used to get up at around 7 o'clock when I was a child and I still get up around the same time. In those days, I would usually walk to school with my father as his office was near my school. Now I go to work by bus as it's too far to walk. It takes about 20 minutes or so

by bus. I wasn't interested in clothes then and I used to wear a uniform for school: this was a navy blue skirt and a white blouse. In the winter I wore a big, blue jumper. Now I am a teacher I usually wear black trousers and a blouse. I also used to have very long hair in those days, but it's quite short now.

When I was younger I used to do my homework as soon as I got home from school. Nowadays, I often mark homework. My mother would always cook in the evening. I think my favourite food used to be pizza but now I love fish, especially salmon. When I was a child I never used to eat fish. I didn't like the taste. I also used to drink a lot of sugary drinks but now I prefer fruit juice.

At the weekend I used to play with my friends or sometimes go shopping with my family. I still spend a lot of time with my friends at the weekend and we often go to the theatre. However, I sometimes spend Sunday evening planning my lessons.

Video Transcript

ROB: When Anne was talking about her life and how it's changed, she used structures that let you know that something was a past state.

A past state is how you or something used to be, for example: I used to live in England; I used to be shorter than I am now.

Did you notice any of these structures? I've used used to in all my examples. What other structure did Anne use?

Read the text on this slide now. It's the text for the listening activity about Anne, which you just listened to. Look for the language that tells you that something's a past habit or state. On the following slide you'll answer questions about the language.

Language analysis 2

Now take a closer look at five of the sentences from the text. Decide if each sentence is about a state in the past or about a repeated past action (or habit).

I used to get up at around 7 o'clock.

Past state Past action

I would usually walk to school with my father.

Past state Past action

I also used to have very long hair.

Past state Past action

I used to do my homework as soon as I got home from school.

Past state Past action

I think my favorite food used to be pizza

Past state Past action

Language analysis 3

Answer the questions by completing each statement with the correct word. Go back to the previous slide and re-read the text as many times as you wish to help you do this.

You use 'used to' to talk about the

.

You use it to talk about actions that happened

Language analysis 3

Answer the questions by completing each statement with the correct word. Go back to the previous slide and re-read the text as many times as you wish to help you do this.

You use

To talk about states, actions or habits in the past.

Language analysis 3

Answer the questions by completing each statement with the correct word. Go back to the previous slide and re-read the text as many times as you wish to help you do this.

You use

To talk about states or actions in the past that are also true now.

Language analysis 3

Answer the questions by completing each statement with the correct word. Go back to the previous slide and re-read the text as many times as you wish to help you do this.

Has a similar meaning to 'used to'.

Language analysis 3

Answer the questions by completing each statement with the correct word. Go back to the previous slide and re-read the text as many times as you wish to help you do this.

The main difference between 'would' and 'used to' is that 'would' can be used for

.

Language analysis 4

These notes are again about Anne. See if you can put the notes into the correct group. Look back to the slide with Anne's text if you can't remember!

Did in the past and still does now

Used to

Would

Language analysis 4

These notes are again about Anne. See if you can put the notes into the correct group. Look back to the slide with Anne's text if you can't remember!

4 items remaining

- Wear – school uniform
- Get up – around 7 a.m.
- Walk to school
- Evening meal – cooked by mother

Did in the past and still does now

- Get up – around 7 a.m.
- Weekends – spend time with friends

Used to

- Wear – school uniform
- Hair – very long

Would

- Walk to school

- Evening meal – cooked by mother

Language analysis 5

Now look at each sentence and decide if 'used to' or 'would' is possible.

I ____ get up at around 7 o'clock when I was a child.

Only 'used to' is possible here.

Only 'would' is possible here.

'Used to' is possible and 'would' is possible here.

Feedback

Correct – this is a repeated past action. Both 'would' and 'used to' are possible here.

Language analysis 5

Now look at each sentence and decide if 'used to' or 'would' is possible.

I also ____ have very long hair in those days.

Only 'used to' is possible here.

Only 'would' is possible here.

'Used to' is possible and 'would' is possible here.

Feedback

Yes – this is a past state. Only 'used to' is possible here.

Language analysis 5

Now look at each sentence and decide if 'used to' or 'would' is possible.

I ____ do my homework as soon as I got home from school.

Only 'used to' is possible here.

Only 'would' is possible here.

'Used to' is possible and 'would' is possible here.

Feedback

Correct – this is a repeated past action. Both 'would' and 'used to' are possible here.

Language analysis 5

Now look at each sentence and decide if 'used to' or 'would' is possible.

My mother ____ always cook in the evening.

Only 'used to' is possible here.

Only 'would' is possible here.

'Used to' is possible and 'would' is possible here.

Feedback

Correct – this is a repeated past action. Both 'would' and 'used to' are possible here.

Language analysis 5

Now look at each sentence and decide if 'used to' or 'would' is possible.

I think my favourite food ____ be pizza.

Only 'used to' is possible here.

Only 'would' is possible here.

'Used to' is possible and 'would' is possible here.

Feedback

Yes – this is a past state. Only 'used to' is possible here.

Language analysis 6

Look at the two timelines and decide which best represents each sentence, **a** or **b**. When you decide, open the headings to check your answer.

a. She used to eat pizza.

b. She ate pizza.

Tabs

Timeline 1

a. She used to eat pizza.

This happened many times, so you can say it's a habit.

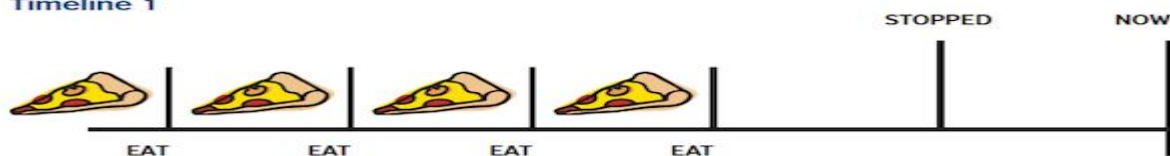
Timeline 2

2

b. She ate pizza.

You don't know if this happened once or many times. You only know that it happened in the past. Timelines are one way of helping learners understand the meaning of grammar. Have you used them before? What are the advantages of using timelines to help show the difference in tenses?

Timeline 1



Timeline 2



Tabs

Image description

Two timelines, from past to present. Timeline 1 shows several pictures of pizza in the past. Timeline 2 shows just one picture of a pizza in the past.

Language analysis 7

Open the table and notice how you form sentences using *used to* and *would*. Then put the sentences below into the correct order.

	Question word	Auxiliary	Subject	Auxiliary	Used/use to	Bare infinitive	
Positive			They		used to (would)	get up	late.
Negative			She	didn't	use to	like	jazz.
Question	What	did (would)	you		use to	read?	

• Item Locked They

• used

• to

• study

• English.

Language analysis 7

Open the table and notice how you form sentences using *used to* and *would*. Then put the sentences below into the correct order.

	Question word	Auxiliary	Subject	Auxiliary	Used/use to	Bare infinitive	
Positive			They		used to (would)	get up	late.
Negative			She	didn't	use to	like	jazz.
Question	What	did (would)	you		use to	read?	

- use
- didn't
- to
- like
- jazz.

Item Locked She

didn't

use

to

like

jazz.

Language analysis 7

Open the table and notice how you form sentences using *used to* and *would*. Then put the sentences below into the correct order.

	Question word	Auxiliary	Subject	Auxiliary	Used/use to	Bare infinitive	
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Negative			She	didn't	use to	like	jazz.
Question	What	did (would)	you		use to	read?	

- you
- to
- ?
- read
- did
- use

☐

- Item Locked What

☐

- did

☐

- you

☐

- use

☐

- to

☐

- read

☐

- ?

Language analysis 7

Open the table and notice how you form sentences using *used to* and *would*. Then put the sentences below into the correct order.

	Question word	Auxiliary	Subject	Auxiliary	Used/use to	Bare infinitive	
Positive			They		used to (would)	get up	late.

	Question word	Auxiliary	Subject	Auxiliary	Used/use to	Bare infinitive	
Negative			She	didn't	use to	like	jazz.
Question	What	did (would)	you		use to	read?	

- at
- 7 a.m.
- get
- up
- would

☐

- Item Locked She

☐

- would

☐

- get

☐

- up

☐

- at

☐

- 7 a.m.

Back to school again 1

Can you remember these questions that you thought about at the beginning of this unit? Which ones did Anne answer in her interview? Try to remember first, then listen again and check.

Back to school again 1

Can you remember these questions that you thought about at the beginning of this unit? Which ones did Anne answer in her interview? Try to remember first, then listen again and check.

00:0000:00

What did you like to eat?

What was your favorite drink?

How did you go to school?

Who was your best friend?

What was your hair like?

Where did you live?

What did you do at the weekends?

Transcript

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ANNE: I used to get up around seven o'clock when I was a child and I still get up around the same time. In those days, I would usually walk to school with my father, as his office was near my school. Now I go to work by bus as it's too far to walk. It takes about twenty minutes or so.

I wasn't interested in clothes then and I used to wear a uniform for school. This was a navy-blue skirt and a white blouse. In the winter, I wore a big, blue jumper. Now I am a teacher. I usually wear black trousers and a blouse. I also used to have very long hair in those days, but it's quite short now.

When I was younger, I used to do my homework as soon as I got home from school. Nowadays, I often mark homework.

My mother would always cook in the evening. I think my favourite food used to be pizza. But now, I love fish, especially salmon. When I was a child, I never used to eat fish. I didn't like the taste. I also used to drink a lot of sugary drinks. But now, I prefer juice.

At the weekend, I used to play with my friends, or sometimes go shopping with my family. I still spend a lot of time with my friends at the weekend, and we often go to the theatre. However, I sometimes spend Sunday evening planning my lessons.

What did you like to eat?

What was your favourite drink?

How did you go to school?

Who was your best friend?

What was your hair like?

Where did you live?

What did you do at the weekends?

Back to school again 2

Look back at the notes you made when thinking about these questions at the beginning of the unit. Now write full sentences using 'used to' and 'would'.

Write about a past state. Remember, you can only use 'used to' for this:

Now write about a repeated past action. Write it first with 'used to':

Now write the same sentence with 'would':

- End of unit

That's the end of Unit 1. You should now be able to:

- talk about past habits and states
- distinguish between *used to* and *would*.

Video Transcript

ROB: That's it for this first unit of the module. You've thought a lot about the language for describing past habits and states using *used to* and *would*. Remember – you can often use either *used to* or *would* in a sentence when talking about past habits, but you can only use *used to* when you're talking about past states.

Have you checked your sentences from the previous slide carefully? One way to check language when you're studying on your own is to search for it online. You can use language banks or *corpora*, or you can simply type a sentence into a search engine. This'll show you results of where your sentence most popularly appears online, and may also give you some alternatives. You do need to remember that language posted online might not always be completely accurate though, but seeing variety of sentence types and structures is also a good way to expose yourself to language. So go on, give it a go – take each sentence from the previous slide and copy and paste it into Google to see what comes up!

The next unit of this module has a pronunciation focus and then in Unit 3 you'll return to some of the language studied here.

Introduction

Welcome to the second unit of the *How it used to be* module. This unit takes about one hour. By the end of the unit, you'll be able to:

- analyse different sounds
- use different activities to teach pronunciation.

To begin the unit, watch the introduction from Rob.

Video Transcript

ROB: Welcome to the second unit of the *How it used to be* module!

This unit is all about pronunciation. You're going to use phonemic script and really think about how to pronounce some difficult words.

It's a good idea to have a voice recorder nearby; perhaps you have one on your phone. Remember to listen back to any recordings you produce so you can analyse the sounds.

Some people find the topic of pronunciation a difficult one. I remember when I started teaching I used to shy away from it as I wasn't always sure about 'the rules'. The truth is, though, that there aren't hard and fast rules; it's more about exposing yourself to sounds and lots and lots of practice. If you can feed bits of pronunciation into your teaching regularly, then that'll help both you and your learners – not just with their pronunciation, but with listening skills too.

So go on – find a quiet place to work through the unit and make sure you practise the sounds. Imagine you're talking to me, rather than your screen, just like I'm talking to you now.

Using phonemic script 1

The activities in this section review some elements of connected speech and introduce the phonemic alphabet.

Do you use phonemic script when you teach? Do you like using it?

Connected speech can lead to some sounds becoming shorter or changing. 'Noticing activities' help to highlight the difference between learners' perceptions and the true pronunciation.

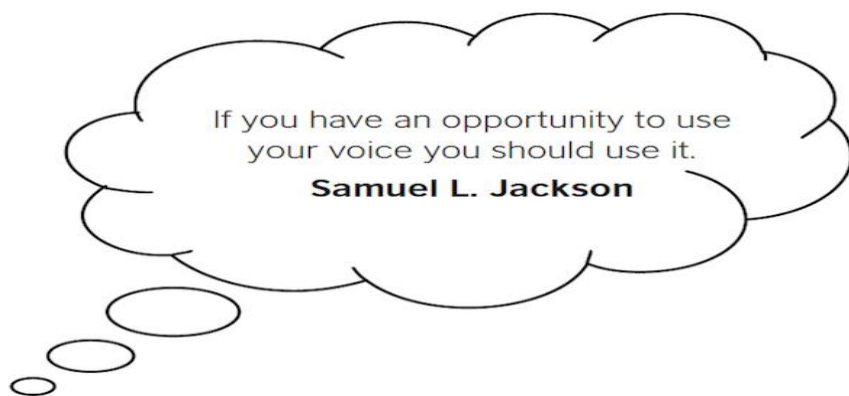
Pronunciation is best integrated into lessons and not taught as a separate subject. Simple activities you can use include:

- listen and repeat drills
- teaching the phonemic alphabet (this might not be suitable if you teach very young learners)
- tongue twisters
- minimal pairs
- listen and choose (or underline).

Above all with pronunciation, it's important to try and make learning fun. This also makes it memorable and can break down the barriers learners may have to studying pronunciation.

You'll try several of these activities in this unit – as you do them, think about how you can use them in your own classes.

At the end of the unit you'll think about what pronunciation activities to include in a lesson focused on *used to*.



Expand

Tab

Image description

Using phonemic script 2

Do you know the phonemic alphabet? Match the phonetic symbols to the sounds in the words.

- Yellow
- Dog

/j/

- Yellow

/z/

- Quiz

/u:/

- Do

/t/

- Cat

/s/

- So

/d/

- Dog

/ə/

- Mother

Using phonemic script 3

Listen to the first sentence of Anne's interview from the previous unit. Listen to how she says *used to*. Say it yourself, then put the sounds into the correct order. These are the sounds:

s | j | u: | ə | t

Check your answer by opening Feedback.

Tabs

Feedback

/ju:stə/

Audio transcript

I used to get up around seven o'clock when I was a child and I still get up around the same time.

Using phonemic script 4

Say these words yourself, then put the sounds into the correct order.

• Item Lockedword =

• w

• 3:

• d

Using phonemic script 4

Say these words yourself, then put the sounds into the correct order.

3 items remaining

- æ
- i:
- p
- h

• Item Locked happy =

• h

• æ

• p

- i:

Using phonemic script 4

Say these words yourself, then put the sounds into the correct order.

3 items remaining

- s
- æ
- t

Item Locked

- s

- æ

- t

Using phonemic script 4

Say these words yourself, then put the sounds into the correct order.

- I
- s
- t
- l

Item Locked

- s

- t

- I

- l

Using phonemic script 5

Do you think it's useful to see the phonemic script, to understand pronunciation better? Listen to what Rob has to say.

Video Transcript

ROB: Sometimes the phonemic script is very similar to the spelling of a word.

Listen to me saying the words from the previous activity:

used to /ju:stu:/

word /wɜ:d/

happy /hæpi:/

sat /sæt/

still /sti:l/

Sometimes words look almost the same in phonemic script as how they're spelled, for example like *still* – but sometimes they're quite different, like *used to*.

Do you think it's useful to see the phonemic script to focus on pronunciation? Personally, I think it can be very helpful, especially when you know you mispronounce a word because of how it's spelled regularly. Looking at the phonemic script helps to highlight that it's not always the letters in the words that make the sounds.

Mouth position 1

Look at the faces. Which person is saying /f/ and which is saying /v/?

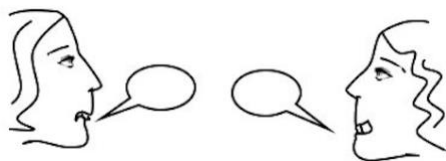
Tabs

Answer

The person on the left is saying /f/, the person on the right is saying /v/. The person on the left is touching their upper teeth with their lower lip. The person on the right is touching their upper teeth with their tongue.

Are there any sounds that your learners have problems with?

Could using pictures or demonstrating the position of your mouth, teeth and tongue be useful? Although this will not work for all sounds – such as voiced and unvoiced consonants – it can be very useful to highlight how the different sounds are made.



Tabs

Image description

A profile of two people, each with their tongue in a different position as they speak. The person on the left is touching their upper teeth with their lower lip. The person on the right is touching their upper teeth with their tongue.

- ## Mouth position 2

Look at the words below and say them silently to yourself – do the top row first, then move to the bottom row.

When you say /b/, /d/ and /t/, is your tongue in the same place?

to	tim	ten	bat
matter	madder	dim	den

/b/ puts the tongue on the lower teeth, /t/ puts the tongue behind the upper teeth, /d/ puts the tongue on the roof of the mouth.

Voiced and unvoiced

Put your hand on your throat. Say the following words:

- father
- think.

Watch Rob's explanation about the difference between the two 'th' sounds, and then try the activity about different consonant sounds.

Video transcript

ROB: You'll notice that for some sounds your tongue is in the same position, but the sound is different. This is because some sounds are voiced and some are unvoiced.

Say the words again with your hand on your throat: Father. Think. Father. Think.

For both sounds, your tongue is in the same place, but father is voiced – can you feel the vibration with your hand? Father.

Think is unvoiced – so there's no vibration.

/ð/ father, brother, then

Voiced

/θ/ theatre, think, bath

Unvoiced

/s/ school, salmon, same

Unvoiced

/z/ as, nowadays

Voiced

/ʃ/ she, fish, especially

Unvoiced

/tʃ/ child, chess

Unvoiced

/b/ big, blue, brother

Voiced

/p/ pizza, play

Unvoiced

Difficulties with sounds 1

There are many pairs of words that have just one small difference. They can be difficult for anyone learning English.

Listen to this clip and choose the word that the teacher says

1.

Thirty

2.

Forty

3.

Fifteen

4.

Sixteen

5.

Seventy

6.

Eighteen

7.

Difficulties with sounds 2

Another useful way to highlight pronunciation differences or similarities between words is by using tongue twisters.

Listen to the two sentences and rearrange the words into the correct order. Then listen again and repeat.

1 item remaining

- Item Locked She

- said

- she

- should

- sit

- still

Difficulties with sounds 2

Another useful way to highlight pronunciation differences or similarities between words is by using tongue twisters.

Listen to the two sentences and rearrange the words into the correct order. Then listen again and repeat.

- flying
- fat
- fast
- frogs
- past

- Item Locked Forty

- fat

- frogs

- flying

- past

- fast

Difficulties with sounds 3

Understanding the difference between voiced and unvoiced sounds can help in certain situations where learners may find it difficult to know the correct pronunciation. They are, for example, useful when teaching regular plural nouns. The final sound of the noun changes the pronunciation of s.

Final sound unvoiced (e.g. /p/, /t/, /k/)	→ cat /kæt/	→ followed by /s/	→ cats /kæts/
Final sound voiced (e.g. /b/, /d/, /g/)	→ dog /dɒg/	→ followed by /z/	→ dogs /dɒgz/
Final sound sibilant (e.g. /s/, /z/)	→ horse /hɔ:s/	→ followed by /ɪz/	→ horses / hɔ:si:z /

Sibilant means a hissing sound, the sound you find at the end of words like *horse*, *purse* and *case*. On the next slide you'll look at more examples of regular plural nouns.

Difficulties with sounds 4

Look at the examples of regular plural nouns and put them into the correct category, according to the final sound.

Final sound unvoiced (e.g. cats)

- rats
- books
- ducks
- maps

Final sound voiced (e.g. dogs)

- birds
- cabs

- bags
- dads

Final sound sibilant (e.g. horses)

- mazes
- houses
- cases
- noses

• Pronunciation problems 1

For the final section of this unit, you're going to read and think about a pronunciation problem and possible solutions. Watch Rob first.

Video Transcript

ROB: So, how did you get on with the pronunciation of words in the last section?

Sometimes words are considered 'difficult' words, because they have certain sounds in them that other languages don't have. It can be useful, when doing activities like these, to think about similar sounds in other languages you speak.

Do you think that might be helpful for your learners too?

In this section you'll think about some other pronunciation problems and read some tips given to a teacher, which might also be helpful for your classes.

• Pronunciation problems 2

Look at Mark's problem:

I don't know how to improve my children's pronunciation. My class is studying clothes at the moment but they say *closes* as they can't pronounce this word. Please help me!

The Teacher

The magazine for teachers everywhere



THIS WEEK'S HOT TOPIC

PRONUNCIATION PROBLEMS

Tabs

Image description

Image of newspaper called 'The Teacher'. The headline is: 'Pronunciation problems'.

Pronunciation problems 3

Read the suggestions for Mark's problem. Which pronunciation technique do you like the best?

Tabs

Suggestion 1

Hi Mark,

You can try a back drill like this.

es – thes – othes – clothes

This is a good technique for difficult words. It really works for me!

Mihray

Suggestion 2

Hello Mark,

I like to create a chant using the problem word. When children sing or chant they can pronounce words better. This is a chant I wrote and the children like to do the actions too:

It's morning, put your clothes on,

Put your clothes on, put your clothes on now.

It's evening, take your clothes off,

Take your clothes off, take your clothes off now.

Helena

Suggestion 3

Dear Mark,

I used to have the same problem.

My favourite technique is the fast/slow pronunciation game. I say the word really slowly two or three times:

cl-o-th-es

and ask the kids to repeat. Then I say it really quickly and they do the same. I repeat this technique a few more times until they can say the word well.

Try it out!

Paul-Henri

Decide which other techniques you've studied in this unit would be useful for Mark's learners.



GRID SYSTEM

12

6 6

8 4

4 4 4

2 6 4

COMPONENTS

End of unit

That's the end of Unit 2. You should now be able to:

Analyse different sounds

Use different activities to teach pronunciation.

Watch Rob's round up.

00:0600:54

Tabs

Video Transcript

ROB: So, what did you think of those pronunciation tips? Would any of them be suitable for your teaching context? Perhaps you have better solutions. Remember, the main thing is to have a focus on pronunciation 'little and often'.

That's it for this second unit of the module. You've thought a lot about some specific sounds and the phonemic script to go with them. You don't need to know the whole phonemic alphabet, but it is a good idea to use some of the symbols to help you analyse specific sounds.

In the next unit you'll return to the main language focus: using used to, would and still to talk about past and present habits and states.

GRID SYSTEM

12

6 6

8 4

4 4 4

2 6 4

COMPONENTS

Introduction

Welcome to the third unit of the How it used to be module. This unit takes about one hour. By the end of the unit, you'll be able to:

Interview someone about their past

Deliver a group presentation about a partner's past habits.

To begin the unit, watch the introduction from Rob.

Tabs

Video Transcript

ROB: Hi and welcome to this final unit of the module.

In this unit you'll plan interview questions to ask to interview someone about how it used to be.

First, though, you'll review the language analysis of used to and would that you looked at in the first unit. You'll look at common mistakes with this language and how to correct them.

When you're ready, move on to the next slide, where you'll start off the unit by looking at how to improve some of the language that came up in Unit 1.

GRID SYSTEM

12

6 6

8 4

4 4 4

2 6 4

COMPONENTS

What's wrong?

Some mistakes are so common that it's difficult to notice them. Sometimes sentences are OK, but just don't sound natural. Here are three sentences that are not quite right. Think about what's wrong, then select the 'What's wrong' heading to read an explanation and a better example.

1. I used to read comics and I used to play card games. I used to meet my friends and I used to play football with them.

Tabs

What's wrong?

This is overuse of used to. It doesn't sound natural.

It's better to say: I used to read comics and play card games. I would meet my friends and play football with them.

2. I am used to study.

Tabs

What's wrong?

This is a mix between two different structures. If you're talking about a past habit: I used to study.

If it's a new activity that was difficult at first but now is easier: I've got used to studying/I'm used to studying.

3. I never liked cleaning my bedroom and I still like it.

Tabs

What's wrong?

This has mixed a negative and a positive. It's better to say: I always liked cleaning my bedroom and I still like it.

Or you can say: I never liked cleaning my bedroom and I still don't like it.

What's right? 1

Check your understanding of the use of the forms now by deciding which sentences are correct.

What's right? 1

Check your understanding of the use of the forms now by deciding which sentences are correct.

4 items remaining

Which is correct?

When I was a teenager, I used to have longer hair and a moustache.

When I was a teenager, I would have longer hair and a moustache.

Feedback

Correct – well done!

What's right? 1

Check your understanding of the use of the forms now by deciding which sentences are correct.

Which is correct?

Paul used to play tennis.

Paul used to play tennis for three years.

Feedback

Correct – you got it!

What's right? 1

Check your understanding of the use of the forms now by deciding which sentences are correct.

What's right? 1

Check your understanding of the use of the forms now by deciding which sentences are correct.

Which is correct?

I usen't to drink coffee but I drink it every morning now.

I didn't use to drink coffee but I drink it every morning now.

Feedback

Correct – nice one!

Which is correct?

When they were children they meet their friends in the evenings.

When they were children they'd meet their friends in the evenings.

Feedback

Correct – you spotted that 'they'd' is they + would!

What's right? 1

Check your understanding of the use of the forms now by deciding which sentences are correct.

Which is correct?

Our cat never used to stay in the house. She loved playing in the garden.

Our cat used to never stay in the house. She loved playing in the garden.

Feedback

Correct! Well done.

What's right? 2

Match two parts of sentences together to make five points to remember!

You can use 'used to' to talk about

- past states and also repeated past actions.

You don't use 'used to' to talk about

- things that still happen now.

You can use 'would' to talk about

- repeated past actions.

Often either 'used to' or

- 'would' is possible.

You don't use 'would' to talk about

- states.

What's right? 3

It's common for learners to make mistakes with word order when using 'used to' and 'would'. This is particularly true with questions and when using adverbs of frequency such as 'often'. Think about this carefully and then practise by putting the words into the correct order.

• Item LockedDid

• you use

• to

• visit

• your

• grandparents

• in

• the

• summer?

What's right? 3

It's common for learners to make mistakes with word order when using 'used to' and 'would'. This is particularly true with questions and when using adverbs of frequency such as 'often'. Think about this carefully and then practise by putting the words into the correct order.

- she ever
- her
- time?
- do
- on
- homework

• Item Locked Would

• she ever

• do

• her

• homework

• on

• time?

What's right? 3

It's common for learners to make mistakes with word order when using 'used to' and 'would'. This is particularly true with questions and when using adverbs of frequency such as 'often'. Think about this carefully and then practise by putting the words into the correct order.

- forget
- key.
- her
- often
- would

• Item LockedKate

• would

• often

• forget

• her

• key.

What's right? 3

It's common for learners to make mistakes with word order when using 'used to' and 'would'. This is particularly true with questions and when using adverbs of frequency such as 'often'. Think about this carefully and then practise by putting the words into the correct order.

- by
- used
- go
- bus.
- to
- work
- to

• Item Locked!

• used

• to

• go

• to

• work

• by

• bus.

What's right? 3

It's common for learners to make mistakes with word order when using 'used to' and 'would'. This is particularly true with questions and when using adverbs of frequency such as 'often'. Think about this carefully and then practise by putting the words into the correct order.

- the
- late
- in
- until
- evenings.
- ride
- bicycle
- my
- would
- always

• Item Locked

• would

• always

• ride

• my

• bicycle

• until

• late

• in

• the

• evenings.

What's right? 4

Watch Rob talk about the importance of reviewing language.

Video Transcript

ROB: Were you able to correct or improve the language in the previous section? Self- and peer correction are good skills to have for language learners. It can be tempting, once you've got your message across, to leave it as that. If you don't regularly look at how to improve your language, though, you can get stuck repeating the same mistakes again and again, leading to what's called 'fossilised errors'.

It's important to include self-correction during lessons to encourage learner autonomy and to teach lifelong learning skills. How could you do this with your own learners?

Interview 1

Can you remember the questions you looked at in the first unit of this module, some of which you then heard in the interview? Put the two halves together here to remind you.

What did

- you like to eat?

What was

- your favourite drink?

How did

- you go to school?

Who was

- your best friend?

What did you

- do in your free time?

What was your hair

- like?

Where

- did you live?

What did you

- do at the weekends?

Interview 2

The language in this exercise is language that you can use when you want to interview someone.

Look at the language and decide if it's something you could use to:

lead in to a question (opening)

end talk about that question (closing)

reply to openings or closings.

Openings

- Can I ask you about...?
- I'd like to ask you a few questions.
- I'd like to ask you about...

Closings

- That's all.
- Thanks for that.

Replies

- Go ahead.
- Sure, no problem.
- You're welcome.

Interview 3

Listen to an interview with a teacher talking about the differences between when she went to school and what it's like in the school she teaches at now. Select the topics that are discussed.

Interview 3

Listen to an interview with a teacher talking about the differences between when she went to school and what it's like in the school she teaches at now. Select the topics that are discussed.

School uniform

School equipment

Subjects she studied

Discipline

Getting to school

The school day

After-school activities

School meals

Transcript

×

INTERVIEWER: I'd like to ask you a few questions about how things used to be.

TEACHER: Sure, go ahead. I hope I can remember!

INTERVIEWER: OK, well let's think about the changes between your experiences at school as a child, and what it's like for you now as a teacher. How did you go to school then, and is that different now?

TEACHER: Let's see... I always used to walk to school. It took about 30 minutes. The school I teach in now is about the same distance, but I always drive.

INTERVIEWER: How about the food at school, what was that like then and what's it like now?

TEACHER: When I was at school we used have lunch together with our teachers at 12 o'clock. We didn't use to get to choose, there was one set meal per day. Monday to Thursday there would be a meat dish, and on Fridays we'd have fish.

INTERVIEWER: And now?

TEACHER: Oh, my school now has a canteen with lots of options to choose from, and sometimes I bring my own lunch from home.

INTERVIEWER: What about the uniforms?

TEACHER: Well in my day the uniform was very strict, we even used to have to have a certain hairstyle! Every year my mother and I would do a school shop at the beginning of the year, and I'd get my hair cut. Then I'd wear the same thing every day. I think I had three blouses and three skirts. Nowadays, though, the children at my school have more freedom. There's a basic

uniform but they can choose between different styles.
INTERVIEWER: Thanks very much, that's all my questions.
TEACHER: You're welcome.

School uniform

School equipment

Subjects she studied

Discipline

Getting to school

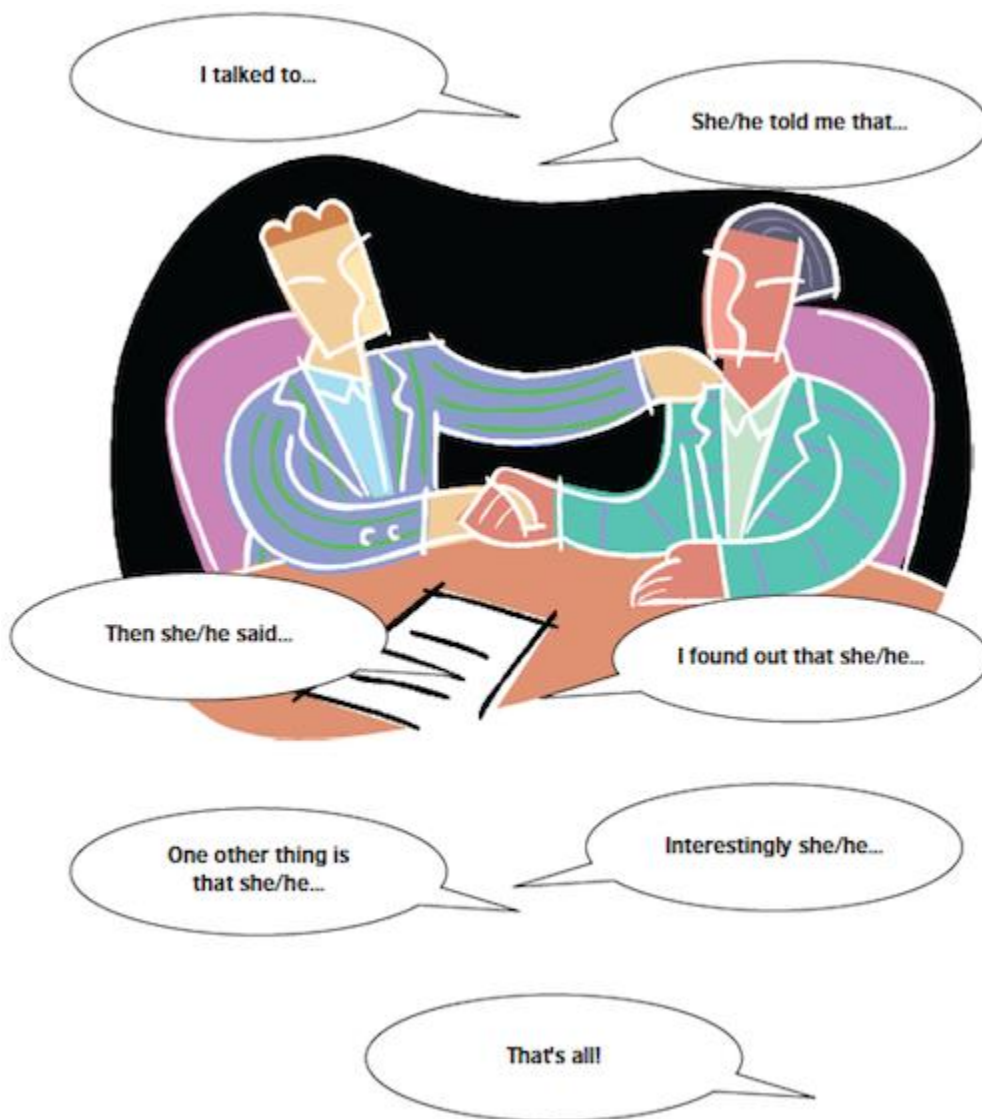
The school day

After-school activities

School meals

Interview 4

Look at the useful language in the image that can be used to make a presentation after you've interviewed someone. On the next slide you'll do a final task which is to write a presentation about what the teacher in the previous section talked about.



Expand

Tabs

Image description

Two people speaking to each other with seven speech bubbles: 'I talked to...' 'She/he told me that...' 'Then she/he said...' 'I found out that she/he...' 'One other thing is that she/he...' 'Interestingly she/he...' 'That's all!'

Interview 5

Choose the best words for each option to complete a summary of the interview you just listened to.

5 items remaining

I talked to a teacher about the way things

used to

be.

I found out that she used to

walk

to school but now she

drives

.

This is interesting, as the distance for her is about the same now as it was then. When we spoke about school food, she told me that she didn't

use to

have a choice of what to eat, but now she does.

She said there

would

be a fish dish every Friday.

Interestingly, teachers and students would always

eat

together back then.

One other difference she mentioned was the school uniform. She

used to

have short hair to start the year and what she wore then was much stricter than what her students can wear today.

End of module

That's the end of Unit 3. You should now be able to:

- interview someone about their past
- deliver a group presentation about a partner's past habits.

Watch Rob's round up.

Video Transcript

ROB: How did you do? The text on the previous slide has many of the language points you've looked at over the whole module.

If you got them all – well done! If you didn't, go back now to the language analysis section in the first unit and look again at the common mistakes in this unit, then try again until you get them all right.

Why not also try recording yourself reading the text, really focusing on pronunciation features you looked at in Unit 2. Remember – practice makes perfect.