

Used to, be used to, get used to by Abigail Kollas

Age: Teenagers / Adults
Level: Intermediate – upper intermediate
Time: 90 minutes +
Objective: To draw students' attention to the differences between *used to* and *be/get used to*; to practise the structures in an engaging way
Key skills: speaking
Materials: one copy of the images sheet (optional); one copy of worksheets 1 and 2 per student; one copy of the role play cards

Before the lesson

Cut out the role play cards and save them for use with worksheet 2. Cut out the images, if you've decided to use them (you can draw the images onto the board instead). You will need the images (cut up or drawn on the board) with worksheet 1.

On a slip of paper, write: 'We communicate by thought waves.' And, on another slip of paper, write: 'You will have to get used to communicating by thought waves.' Save these for later use with worksheet 2.

Procedure

Worksheet 1

- Stick the images of a baker and a clock showing 4.30am onto the board. (Alternatively, you can draw the images.) Ask the students to guess the connection between the two images. Don't reveal the answer yet.
- Say:
This is Tom. He used to wake up at 4.30am to bake bread. He was used to hard work and he was used to waking up early. He always woke up on time.
- Now, tell students that Tom has recently retired. Stick the image of the clock showing 9am onto the board (or draw one) and ask why it might be important. Don't reveal the answer.
- Say:
Now, Tom has retired. He still sometimes wakes up very early but, most days, he wakes up at 9am. He is getting used to waking up late and he is getting used to retirement.
- Ask the students:
 - Did Tom wake up early when he was a baker? (Yes.)
 - Was it normal for Tom to wake up early when he was a

baker? (Yes.)

- Since Tom retired does he wake up early on most days? (No.)
 - Is it becoming normal for him to wake up late? (Yes.)
- Tell the students you are going to give them Worksheet 1 with the information about Tom on it. They must read the information and underline the parts of the text that answer the questions in activity 1 on the worksheet.
 - Get class feedback on the answers to the questions in activity 1.

Key: *Tom used to be a baker. He used to wake up at 4.30 in the morning (answer a) to bake bread. He was used to hard work and he was used to waking up early (answer b). He always woke up on time. Now, Tom has retired. He still sometimes wakes up very early but, most days, he wakes up at 9.00 (answer c). He is getting used to waking up late (answer d) and he is getting used to retirement.*

- Direct the students' attention to activity 2 on the worksheet. Tell students to fill in the gaps, using the text to help them. As a class, check the answers.

Key:

a. used to; b. be used to; c. get used to;

- Direct students' attention back to the text and tell them to focus on the words that follow *used to*, *be used to* and *get used to*. They should notice that:

- *used to* is followed by the infinitive;
- *be used to* and *get used to* are followed by a gerund or a noun.

Write the structures on the board.

- Ask why, if all structures contain *used to*, there is a difference in what follows them. Explain that it is because *used* is, in fact, a different type of word in the structures. *Used to* when talking about past habits is a verb and is followed by the infinitive. In the structures *be used to* and *get used to*, *used* to is an adjective and it can be followed by a gerund or noun.
- Students now complete activity 3. Get feedback on the answers.

Key: *a. verb; infinitive; Tom used to be a baker.; He used to wake up at 4.30.; b. adjective; gerund; noun; He was used to hard work and he was used to waking up early.; c. adjective; gerund; noun;*

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He is getting used to waking up late and he is getting used to retirement.

12. Go through the table in activity 3 with the students. Make sure they understand that *be used to* and *get used to* can refer to talk about the past, present and future. *Used to* as a verb, on the other hand, only exists as a past tense.

You may wish to point out specifically that you cannot say 'I use to get up early' to describe a current habit. You simply use the present tense instead ('I get up early').

13. Students complete activity 4. Go over the answers with the class.

Key:

a. used to; b. is getting used to; c. will get used to speaking; d. used to; is getting used to being

Worksheet 2

14. As preparation for worksheet 2 introduce Pharstar, a planet billions of miles away, inhabited by the Pharstarians. Elicit ideas from the students about life on Pharstar. Tell the students that they have been abducted by Pharstarians and their leader is explaining Pharstarian customs.
15. Choose a confident student to be the Pharstarian leader and you pretend to be the abductee. Give the Pharstarian leader the first slip of paper you prepared earlier, on which is written 'We communicate by thought waves.' When the leader reads this out, act astonished and say 'But I'm used to ...' Encourage the class to supply the end of the sentence (answer: speaking). Then, add: 'I'm not used to ...' and, again, encourage the class to supply the ending (answer: communicating by thought waves).
16. Hand the Pharstarian leader the second piece of paper, on which is written 'You will have to get used to communicating by thought waves.' Encourage lots of theatricality to engage the students.
17. Give out worksheet 2. Working in pairs, the students complete the table in activity 1.

Key (possible answers): But I'm used to speaking English; I'm not used to speaking Pharstarian; But I'm used to eating food; I'm not used to eating rocks; But I'm used to living on land; I'm not used to living underwater; But I'm used to travelling by train/ plane/bus; I'm not used to teleporting; But I'm used to doing sport/ playing music etc for fun; I'm not used to doing pharstarphysics

for fun; But I'm not used to being serious all the time; I'm used to having fun sometimes.

18. To check the first answer, choose a Pharstarian leader and abductee to act out the first exchange. The rest of the class can correct any errors and, at the end, can chorus the Pharstarian response: 'You will have to get used to ...' For each exchange, choose a new leader and abductee.
19. Tell the class that six months have passed and they are still on Pharstar. They are once again meeting with the Pharstarian leader and discussing how they have adapted to life on the planet. For example, they have learnt how to communicate by thought waves and think it is easy. Elicit that they would tell the Pharstarian leader 'I am used to communicating by thought waves'
20. Working in pairs, the students complete the sentences in activity 2. Early finishers can compare answers. Conduct class feedback on the correct answers.

Key (possible answers): *a. speak; have got used to/am used to communicating by thought waves.; b. used to speak English; have got used to/am used to speaking Pharstarish.; c. used to eat proper food; get used to eating rocks.; d. On Earth, I used to live on the land but I've got used to living underwater.; e. I'm getting used to teleporting.; f. I am getting used to pharstarphysics.; g. I used to laugh a lot on Earth; get used to not laughing*

21. Put the students into four groups. Tell the students that their lives have changed dramatically and they will be given a card telling them how. They must keep the change secret from the other groups. Give out the role play cards. Allow time to brainstorm ideas.
22. Tell the students that they will tell members of the other groups about their new lives but they must not tell them what the change is – the others must guess.
23. Form new groups. Allow time for the students to tell each other about their new lives and for the other members of the group to guess what the change is.
24. Ask students who had the most original ideas. Get a few students to tell the whole class about the changes to their lives.

Homework task

Students write up their ideas from the final activity for homework.

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Role play card 1

Oh no! You woke up one morning to discover that you'd turned into an animal!

Talk about your old life and your new one using *used to*, *be used to* and *get used to*.

Role play card 3

Wow! You woke up one morning last week with super powers!

Talk about your old life and your new one using *used to*, *be used to* and *get used to*.

Role play card 3

You went to sleep an adult but woke up a baby!

Talk about your old life and your new one using *used to*, *be used to* and *get used to*.

Role play card 4

You have suddenly become incredibly famous. Everybody knows you!

Talk about your old life and your new one using *used to*, *be used to* and *get used to*.

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1. Underline the parts of the text that answer the questions below.

- Did Tom wake up early when he was a baker?
- Was it normal for Tom to wake up early when he was a baker?
- Does Tom wake up early now?
- Is it becoming normal for him to wake up late?

2. Complete the explanations with *get used to*, *used to* or *be used to*.

- _____ means something happened or was true in the past but no longer happens or is true.
- _____ means something is normal, not unusual.
- _____ means something is becoming normal.

3. Complete the information.

a. *Used to*

Used to is a _____ and is followed by the _____.

Example sentence from the text

b. *Be used to*

Used to is an _____ and is followed by the _____ or a _____.

Example sentence from the text

c. *Get used to*

Used to is an _____ and is followed by the _____ or a _____.

Example sentence from the text

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Note: *Used to* as a verb only exists as a past tense. *Be used to* and *get used to* can refer to the past, present or future. Study the table, which has some example sentences.

| | past | present | future |
|--------------------------|--|---------------------------------------|--|
| used to as a verb | I used to wake up early. | x | x |
| be used to | I was used to waking up early. | I am used to waking up early. | I will be used to waking up early by then. |
| get used to | I got used to waking up early. | I am getting used to waking up early. | I'll never get used to waking up early. |
| | I was getting used to waking up early. | I've got used to waking up early. | |

4. Underline the correct answers in bold.

- He **is used to / used to** ride his bike to school but, now, he goes by bus.
- She **is getting used to / used to** life in a foreign country.
- If they go to France, **they will get used to speak / will get used to speaking** French.
- Grandad **is used to / used to** work in an office. Now, he **used to be / is getting used to being** retired.

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1. You have been abducted by aliens and taken to the distant planet Pharstar. The leader of the Pharstarians is telling you about their customs. You are not happy. Complete the table.

| Pharstarian leader | you |
|----------------------------------|--|
| We communicate by thought waves. | But I'm used to speaking. I'm not used to communicating by thought waves. |
| We speak Pharstarish. | But |
| We eat rocks. | But |
| We live underwater. | But |
| We teleport. | But |
| We do pharstarphysics for fun. | But |
| We are always serious. | But |

2. Six months have passed and you are still on Pharstar but life is not so bad. The leader of the Pharstarians wants to know how you are adapting to life on their planet.

a. It's easy communicating by thought waves.

'Well, on Earth, I _____ but, now, I _____'

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b. You speak Pharstarish fluently.

'Well, on Earth, I _____ but, now, I _____'

c. Rocks still taste bad but there's nothing else to eat.

'On Earth, I _____ and I
can't.....'
.....'

d. Living underwater is great!

'_____
_____'

e. You are pretty good at teleporting but sometimes end up in the wrong place!

'_____
_____'

f. Pharstarphysics is hard but the Pharstarians are helping you a lot.

'_____
_____'

g. You really miss laughing.

'_____ and I will never _____'
_____'