


















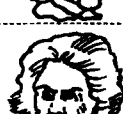


# Then and now



Bill Clinton		Ché Guevara	
Pelé		Einstein	
John Lennon		John Wayne	
Charlie Chaplin		Muhammed Ali	
The Aztec people		Frida Kahlo	
Marilyn Monroe		The Ancient Egyptians	
Michael Jordan		Laurel and Hardy	
William Shakespeare		Ronald Reagan	
Captain Kirk & Mr Spock			
Hitler			
Margaret Thatcher			
Beethoven			



## Unit 1B



Teacher's Notes

# Then and now

## Interaction

Group work

## Aim

To ask and speak about habits and states in the past.

## Time

20–25 minutes

## Skills

Speaking

## Grammar and functions

Talking about past habits *used to* + infinitive

## Vocabulary

Politics  
History  
Sport  
Culture

## Preparation

Write the names of four local celebrities that your students will know about on the blank cards. Change any names on the cards which you think your students might not know. Photocopy and cut apart one set of cards per group of 4 or 5 students. Make an extra card which you can use for demonstrating the task. Put a name on it which does not appear on the worksheet opposite. Make sure you can say several things about the person.

## Procedure

- 1 Put students into groups of 4 or 5, each group sitting around a table or desk.
- 2 Give each group a set of cards and tell them to place them face down on the table / desk.
- 3 Tell students they are going to play a guessing game. Explain that one student must pick up a card and then say a sentence about the person on the card, using *used to*.
- 4 Demonstrate the activity to the whole class, using the card you have prepared. Give clues about who it is, using *used to*, e.g. for Evita you could say:  
*She used to be very popular in a South American country.*  
*She used to buy a lot of clothes.*  
*Before that she used to be very poor.*  
Continue giving clues until someone guesses the name on your card correctly.
- 5 Explain that the first student who says the correct name keeps the card. It is then their turn to pick up a card and make up clues. The game continues until there are no more cards. The winner is the person with the most cards at the end.
- 6 Let the groups play the game.
- 7 Circulate and make sure students are using *used to* every time.

## Option

Instead of playing the guessing game, students could work in groups to see how many *used to* sentences they can make about each person. Groups can then compare with other groups to see which has made the most sentences.