



# ENGLISH

## Chapter 2

**5th**  
SECONDARY

**Used to**  
**Verb + Preposition**

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 **SACO OLIVEROS**



## ***used to***

- 5** Look at the chart and choose the correct information in the sentences below.

<b>used to</b>	
<b>+</b>	She <b>used to</b> participate in demonstrations.
<b>-</b>	She <b>didn't use to</b> have lunch at home.
<b>?</b>	<b>Did</b> she use to walk to school? Yes, she <b>did</b> .      No, she <b>didn't</b> .

- a** We use *used to* to talk about
- ☐ past habits and states that no longer happen now.
  - ☐ single finished actions in the past.
- b** The sentence structure is:
- ☐ used to / didn't use to / did + subject + use to + main verb in the simple past.
  - ☐ used to / didn't use to / did + subject + use to + main verb in the infinitive.



**6** Complete the text using the correct form of the verbs in parentheses. Use *used to*.

Our lifestyles have changed a lot thanks to computers, the internet and cell phones. People **a** used to look up (look up) information in reference books such as encyclopedias, but now they **b** \_\_\_\_\_ (use) the internet. They **c** \_\_\_\_\_ (write) letters, and communication **d** \_\_\_\_\_ (take) days or weeks, but now they **e** \_\_\_\_\_ (send) emails or text

messages and communication **f** \_\_\_\_\_ (be) instant. Thirty years ago, people **g** \_\_\_\_\_ (not have) cell phones, they **h** \_\_\_\_\_ (use) landlines or use phone booths. It's true that communication **i** \_\_\_\_\_ (be) easier and faster now, but people **j** \_\_\_\_\_ (spend) more time talking face-to-face.



**7** Read the text again. Write questions with *used to*. Then answer the questions.

**a** people / use the internet / 30 years ago?

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**b** communication / be instant?

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**c** people / send emails?

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**d** people / make phone calls from phone booths?

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## LISTENING


## Lifestyle Changes

- 1 Look at the pictures and talk to a classmate. How do you think people's lifestyles change at these ages?



- 2  11 Listen to the radio show. Do they mention any of your ideas?




- 3  11 Listen again and match the people to the activities.

- |         |   |
|---------|---|
| a Emma  | <input type="checkbox"/> usually bikes twice a week                       |
| b Frank | <input type="checkbox"/> retired 8 months ago                             |
| c Gary  | <input type="checkbox"/> used to go out a lot but doesn't go out much now |
| d Helen | <input type="checkbox"/> used to go on vacation with her parents          |
| e Ivan  | <input type="checkbox"/> started his own business last year               |





- 4**  **11** Listen again and complete the sentences with the correct number.

2	2.5	3	4	5
<del>10</del>	9	26	40	

Emma went to Cancun with 5 friends for 10 days.

- a** Frank is in his \_\_\_\_\_s and he bought a bike \_\_\_\_\_ years ago.
- b** Gary is \_\_\_\_\_ years old and he finished college \_\_\_\_\_ years ago.
- c** Helen had a baby \_\_\_\_\_ years ago. The last time she did any art was \_\_\_\_\_ years ago.
- d** Ivan has \_\_\_\_\_ grandchildren.







## SPEAKING



### Moving Abroad

**12** Liz is telling Jane what it was like when her family moved to the U.S. Listen and complete the dialogue.

So, tell me, Liz, how  
**a** \_\_\_\_\_ you  
\_\_\_\_\_ when your  
mom and dad told you  
you were moving here?

Well, I was 14 at the time and  
**b** \_\_\_\_\_ it at all. Leaving my family  
(grandma and grandpa especially) and  
friends behind **c** \_\_\_\_\_ tough!

I can imagine! How  
about school?

I **d** \_\_\_\_\_ to a very small school  
in Melbourne and here... oh gosh! So  
many students in a massive building...  
I felt completely lost at first!

So it was good when I  
**e** \_\_\_\_\_ to you and  
started a conversation...

Yeah, that was great! You  
**f** \_\_\_\_\_ me feel at home...

When I first saw you, I thought "she  
looks nice..." Well, the language  
**g** \_\_\_\_\_, too, as you are from  
Australia...



It surely **h** \_\_\_\_\_! Change can be quite scary for people who speak other languages or have a very different culture, lifestyle...

I bet! But if we see the positive side, **i** \_\_\_\_\_ can make you more adaptable, stronger and **j** \_\_\_\_\_.

Quite true!

## FUNCTIONAL LANGUAGE

### Talking about Life Experiences

How did you feel when...?

It was... at first...

I didn't like it.

I used to...





## CULTURE

# Namasté, America



People from many corners of the world have always wanted to live the 'American dream' in the land of prosperity, and for the Asian Indian population it was no different.

The first wave of immigration, between 1900 / 1920, consisted of young male Sikhs who married Mexican women and created the so-called "Mexican Hindu" culture.

The second wave happened between 1965 and 1990. At that time, those immigrants owned small businesses such as restaurants, travel agencies and motels.

The third wave came in the early twenty-first century: those who had technology-based skills, degrees and professional talents were allowed in 'Uncle Sam's land.'

At some point around 2000, the size of the Asian Indian population in the U.S. exceeded one million. Nowadays, they are a diverse group: they come from different parts of India and other countries as well, such as England, Tanzania, Guyana and Trinidad. They follow different religions, including Hinduism, Sikhism and Christianity. Many of them are skilled professionals working in science, technology, engineering and math fields, are fluent in English and used to Western culture. In fact, they are wealthy people and the most highly educated immigrants in the U.S.



**1**  **13** Read and listen to the information about Asian Indian immigration in the U.S. and answer the questions below.

**a** When did the first Asian Indians arrive in the U.S.? Who were they?

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**b** What did the immigrants who arrived between 1965 and 1990 do in America?

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**c** Who was allowed into the U.S. during the early twenty-first century?

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**2** Check (✓) the information provided in the text about Asian Indians in the U.S. today.

- ☐ Most of them come from small cities in India.
- ☐ They follow different religions.
- ☐ They speak English very well.
- ☐ They are poor people and do not come from a highly educated background.
- ☐ Many of them work in science, technology, engineering and math fields.



**3** Is immigration a reality in your country?  
Where do most immigrants come from?

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**4** What is it like to be an immigrant in your country? Share your answers with your friends.

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## VOCABULARY 2

### Verb + Preposition

- 1** Look at the verbs in the box. Use your dictionary to look up the meaning of any unknown words. How do you say these words in your language?

agree about    agree with    argue about  
argue with    depend on    dream about  
listen to    look forward to    participate in  
talk to    wait for    worry about



- 2**  14 Listen and repeat.



### 3 Complete the questions with the correct prepositions.

What music do you like listening to?

- a Who do you talk \_\_\_\_\_ when you have problems?
- b What do you dream \_\_\_\_\_ doing in the future?
- c Do you usually agree \_\_\_\_\_ your friends?
- d Do you often participate \_\_\_\_\_ activities in class?
- e Which things do you argue \_\_\_\_\_?
- f Do you and John agree \_\_\_\_\_ anything?
- g Can your friends depend \_\_\_\_\_ you?







## 5 Choose the correct answers.

- a My brother and I have different opinions about everything. I often **argue with / argue about** him.
- b I'm at the train station. I'm **waiting for / looking forward to** a train.
- c Who's on the phone? Who are you **talking to / participating in**?
- d Pete is a nervous person. He **depends on / worries about** absolutely everything.



## PRONUNCIATION

### Sentence Stress

- 1  15 Listen to the sentences and underline the most stressed syllables.  
Do you dream about traveling the world?
  - a We're looking forward to the party.
  - b She used to participate in demonstrations.
  - c She didn't have an easy childhood.
- 2  15 Listen again and repeat the sentences, emphasizing the stressed syllables.





## READING 2



- 1 Look at the pictures and the title of the text. Which life change do you think the text describes?  
**a** changing jobs                      **b** going abroad
- 2 What kind of text is it?  
**a** a fact file                              **b** a personal account

### My New Life

My name is Aminata and I'm 14 years old. I live in Chicago in the USA. I used to live in Senegal in Africa but I moved here three years ago with my family. When I was younger, I used to dream about living in America, so when my parents told me we were moving I was really looking forward to it.



I thought everything would be easy here and that everyone would be kind and I'd have a good time. I didn't realize how wrong I was. When I started school, some of the other students were really awful to me. They said things like, 'Why don't you go back to where you came from?' I was shocked and upset, but I didn't listen to them. I realized that most of the students at my school were ignorant about other countries and cultures, but that isn't an excuse for treating others badly. Diversity makes the world an interesting place and we can all learn a lot from each other. It was really hard at first because I missed my friends from Senegal, but I was lucky – I made some new friends and they helped me a lot. We started a diversity club at school to embrace the differences between others and ourselves. Being an immigrant is hard, but now I know that you should respect other people's differences. I've also had some great experiences since I moved to the USA. The school system here is good and teenagers can be very independent. It's fun getting to know new people who enjoy my company because of who I am.





**4** Read the text again and answer the questions.

**a** Where does Aminata live now?

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**b** Where did she use to live?

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**c** What did Aminata think the USA would be like?

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**d** What happened when Aminata started school?

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**e** What did Aminata start with her friends?

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**CULTURAL FACT**

Diversity groups promote the equality of people from minority groups of all kinds, including race, gender, disability and religion. They exist in some schools and communities in the USA.