**16 Question Strips**

**USED TO**

- What did you **use to** look like ten years ago?
- Where did you **use to** live when you were a child?
- What games did you **use to** play when you were a child?
- What hobbies did you **use to** have ten years ago?
- What favorite toy did you **use to** have when you were a kid?
- How did people **use to** buy things before there was money?
- What did people **use to** do before television was invented?
- How did people **use to** travel before there were cars?
- What did people **use to** do in their free time 100 years ago?
- What did people **use to** do before there were cameras?
- What did people **use to** do before there were cell phones?
- What did people **use to** do before there were electric lights?
- What did people **use to** do before there were clocks?
- What did people **use to** do before there were computers?
- How long ago did most people **use to** cook with fire?
- How long ago did most people **use to** hunt for food?

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Grammar Focus: Used To
Level: Upper-Intermediate (CEFR Level B2)

- **As a Seated Activity**
  
  Have your students seated in pairs or in groups of three.
  
  Lay the sixteen cut-up questions – face-down – between the students.
  
  Students take turns randomly selecting questions to ask their partner(s).
  Encourage follow-up questions.
  
  Be sure to set a time frame for your students (try starting with 10 – 15 minutes for 16 questions; you may want to adjust this in later classes). Monitor and assist.

- **As a Standing Activity 1**
  
  Have all your students stand up.
  
  Give one question strip to each student.
  
  Students find a partner and ask their question. Encourage follow-up questions.

  After the students have asked each other their questions, have them exchange question strips and find new partners and continue.

  Set a time frame as above. Monitor and assist.

- **As a Standing Activity 2**
  
  This activity runs exactly the same as in ‘Standing Activity 1’ except that students first have about a minute to memorize their question (before placing it in their pocket – it can be used as a prompt if needed).

  After each short conversation, students ‘mentally exchange’ their questions – they must help each other memorize their new questions before setting off to find a new partner.

  This activity version is a little challenging, but also lots of fun – and it’s great to see all the learning that takes place!

  Set a time frame as above. Monitor and assist.