

Simple Past, Time Clauses, *Used To*, and *Would*

Science and Society

1 Grammar in the Real World

A What is your favorite ice cream flavor? Read the article from a textbook. How is ice cream today different from ice cream in the past?

B Comprehension Check Circle the correct answer.

- 1 Persians made a frozen dessert with noodles / buffalo milk.
- 2 In ancient Rome, people mixed snow with fruit / cream.
- 3 A duchess brought sorbet to Italy / France.
- 4 British chemists invented ice cream that lasted longer / had no air in it.

C Notice Find the sentences in the article. Complete them with *after*, *before*, or *as soon as*.

- 1 _____ refrigeration existed, people needed ice to make frozen desserts.
- 2 _____ scientists found better processes for freezing things, ice cream became popular with all classes, rich and poor.
- 3 _____ ice cream became more available, people began to buy it more often.

In each sentence, two events happen. Circle the event that happened first.

Ice Cream: A Food Revolution

Science can have a great effect on society. Take ice cream, for example. Today, people all over the world, rich or poor, eat ice cream. **Before there were modern refrigerators**, however, ice cream was a luxury food.

The history of ice cream goes back to ancient times. In 400 BCE,¹
5 Persians made a frozen dessert with noodles and fruit. There are early records of frozen milk and rice in China from around 200 BCE. In 618 CE, King Tang of Shang (China) ate frozen buffalo milk.

Before refrigeration existed, people needed ice to make frozen desserts. For example, in ancient Rome, people would go into the
10 mountains and collect snow. They would bring it to the city and mix the snow with fruit. This was later called "sorbet."

When an Italian duchess² moved to France, she brought sorbet and other frozen desserts with her. **After sorbet and ice cream became popular in France**, they spread to the rest of Europe. However, only the rich
15 ate them.

In the twentieth century, ice cream became easier to make and keep. **After scientists found better processes for freezing things**, ice cream became popular with all classes, rich and poor. Then, in the 1940s and
20 1950s, British chemists discovered a new way to make ice cream. They put air into it. This made the ice cream bigger and softer. Now, ice cream was less expensive. It lasted longer, too. **As soon as ice cream became more available**, people
25 began to buy it more often.

Today, almost anyone, rich or poor, can buy ice cream and keep it at home. Ice cream is a universal dessert, popular all over the world. Together, traditional ice cream makers and
30 scientists created a food revolution.

¹BCE: before common era

²duchess: a woman of very high social rank in some European countries



2 Time Clauses and the Order of Past Events

Grammar Presentation

Time clauses can show the order of events in the past.

After scientists developed better processes for freezing things, ice cream became popular with everyone.

2.1 Time Clauses

A A time clause can come first in a sentence. When it comes first, use a comma after it.

A time clause can also come second in a sentence. No comma is needed.

TIME CLAUSE | MAIN CLAUSE
After sorbet became popular in France, it spread to the rest of Europe.

MAIN CLAUSE | TIME CLAUSE
Sorbet spread to the rest of Europe after it became popular in France.

B Use **after** to introduce the first event.

FIRST EVENT | SECOND EVENT
After an Italian duchess brought ice cream to France, it became popular.

SECOND EVENT | FIRST EVENT
 Ice cream became popular **after** an Italian duchess brought it to France.

C Use **before** to introduce the second event.

SECOND EVENT | FIRST EVENT
Before there were freezers, people needed ice to make frozen desserts.

FIRST EVENT | SECOND EVENT
 People needed ice to make frozen desserts **before** there were freezers.

D Use **when** to refer to the time that something started.

When scientists found new ways to make ice cream, it became cheaper.

Ice cream became cheaper **when** scientists found new ways to make it.

E Use **as soon as** to refer to something that happened right after or immediately after.

FIRST EVENT | SECOND EVENT
As soon as scientists found ways to freeze things, people began buying more ice cream.

(Scientists invented ways to freeze things. Soon after, people started buying ice cream more often.)

2.1 Time Clauses (continued)

F Use *until* to refer to things that continued up to a certain time.

Until *people had refrigerators, it was difficult to keep food for a long time.*

(Up to the time when people got refrigerators, it was difficult to keep food for a long time.)



Grammar Application

Exercise 2.1 Time Clauses

Read the sentences about Ernest Hamwi, the possible inventor of the ice cream cone. Label the first event **1** and the second event **2**.

- 1 Until Ernest Hamwi invented the ice cream cone, most people ate ice cream in a dish.
- 2 Hamwi was a waffle seller at the 1904 World's Fair when he invented the ice cream cone.
- 3 When an ice cream seller at the fair ran out of dishes, Hamwi rolled up a waffle.
- 4 The warm waffle turned hard when Hamwi filled it with ice cream.
- 5 As soon as they saw Hamwi's cones, all the other ice cream sellers started using them.
- 6 Before Hamwi started an ice cream cone business, he returned from the fair.
- 7 After Hamwi's story became popular, many people said that *they* invented the ice cream cone.
- 8 Another man, Italo Marchiony, invented an edible ice cream *cup* before Hamwi invented his cone.



Exercise 2.2 Time Words

Complete the sentences. Circle the correct answer.

- 1 Before ~~After~~ people drove cars, they rode horses.
- 2 When/Until the Internet became popular, people wrote letters and sent faxes.
- 3 Before/After the first men landed on the moon in 1969, U.S. astronauts made five more trips to the moon between 1969 and 1972.
- 4 As soon as/Before people used digital cameras, they took photographs using film.
- 5 Public transportation changed completely until/when the first airlines began to operate.
- 6 People did not understand the solar system when/until scientists invented telescopes.¹
- 7 Before/As soon as telephones existed, communication was very slow.
- 8 As soon as/Until scientists developed medicines such as vaccines,² public health improved rapidly.

¹**telescope:** a device you look through to make objects that are far away look bigger | ²**vaccine:** a special substance that you take into your body to prevent disease and that has a weak or dead form of the disease-causing organism

Exercise 2.3 Answering Questions with Time Clauses

Data from the Real World

We often answer information questions about time (e.g., *When . . . ?*, *What time . . . ?*, and *How long . . . ?*) with time clauses. In conversation, these answers do not usually contain a main clause.

- A** *When did you start studying English?*
B *After I got my job at the museum.*
- A** *How long did you study at a community college?*
B *Until I got my degree.*



A Listen to a radio interview with an inventor of a new printer. Match the interview questions with the answers.

- | | | |
|-----------------------------------------------------|------------|---------------------------------------------------------------------------|
| 1 When did you come to the United States? | <u> d </u> | a As soon as my first printer reached the stores. |
| 2 So, when did you get the idea for your invention? | _____ | b After I graduated from college. |
| 3 And how long did you study at college? | _____ | c As soon as we got the money to start. |
| 4 When did you build your first printer? | _____ | <input checked="" type="checkbox"/> d After I graduated from high school. |
| 5 And when did you start your printer company? | _____ | e Until I got my degree. |
| 6 So, when did you get the money for your company? | _____ | f When I was a student in college. |
| 7 And when did the company start making a profit? | _____ | g After I presented my idea to some banks and investors. |

B Listen again and check your answers.

Exercise 2.4 More Time Clauses

A Write sentences in the simple past about inventions and discoveries. Use an event in Column A, an event in Column B, and *after*, *before*, *when*, *until*, or *as soon as*.

- | A | B |
|---------------------------------------------|-------------------------------------------|
| 1 TV/exist | a people/start to fly more |
| 2 cheap air travel/become possible | b credit cards/become popular |
| 3 everyone/have a cell phone | c families/listen to the radio together |
| 4 people/pay for things with cash or checks | d millions of people/learn to drive |
| 5 free education/be available | e roads/become safer |
| 6 traffic lights/come into our cities | f people/buy food from small local stores |
| 7 Ford/make the first mass-produced car | g people/make calls from pay phones |
| 8 the first supermarket/open | h most people/not read or write |

- 1 Before TV existed, families listened to the radio together.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

B Pair Work Compare your sentences with a partner. How many different ways are there to say the same thing?

A I wrote, "Before free education was available, most people did not read or write."

What did you write?

B I wrote, "Until free education was available, most people did not read or write."

C Over to You Think of three more sentences like the ones in B. Use your own ideas and the words *after*, *before*, *when*, *until*, or *as soon as*. Share your sentences with a partner.

Before there were microwave ovens, it took a long time to heat up food.

3 Past with *Used To* and *Would*

Grammar Presentation

Used to and *would* describe repeated past actions, habits, and situations.

Before we had the Internet, we **used to** go to the library a lot.
Before there was refrigeration, people **would** use ice to keep food cool.

3.1 Statements with *Used To*

AFFIRMATIVE				NEGATIVE				
Subject	<i>Used To</i>	Base Form of Verb		Subject	<i>Did + Not</i>	<i>Use To</i>	Base Form of Verb	
I You He/She/It We They	used to	listen	to the radio.	I You He/She/It We They	did not didn't	use to	watch	TV.

Data from the Real World

Research shows that statements about the past with *didn't use to* are not very common. Instead, you can use the negative form of the simple past.

I didn't watch a lot of TV when I was younger.

3.2 Yes/No Questions and Short Answers with Use To

<i>Did</i>	Subject	<i>Use To</i>	Base Form of Verb	
Did	I you he/she/it we they	use to	keep	food cool with ice?

Short Answers

Yes, I did .	No, I didn't .
Yes, you did .	No, you didn't .
Yes, he/she/it did .	No, he/she/it didn't .
Yes, we did .	No, we didn't .
Yes, they did .	No, they didn't .

Data from the Real World

Research shows that questions with *use to* are very rare. Instead, you can use questions with the simple past.

In those days, did you keep food cool with ice?

3.3 Information Questions with Used To

<i>Wh- Word</i>	<i>Did</i>	Subject	<i>Use To</i>	Base Form of Verb	
When Why Where How often	did	I you he/she/it we they	use to	keep	food cool with ice?

<i>Wh- Word</i>	<i>Used To</i>	Base Form of Verb	
Who	used to	keep	food cool with ice?

3.4 Statements with Would

AFFIRMATIVE				
	Subject	<i>Would</i>	Base Form of Verb	
In the past,	I you he/she/it we they	would	build	a fire to heat water.

3.4 Statements with *Would* (continued)

NEGATIVE				
	Subject	Would + Not	Base Form of Verb	
In the past,	I you he/she/it we they	would not wouldn't	bathe	often.

 Data from the Real World

Research shows that statements about the past with *wouldn't* are not very common. Instead, you can use the negative form of the simple past.

In the past, they didn't bathe often.

3.5 Information Questions with *Would*

Time Context	Wh- Word	Would	Subject	Base Form of Verb	
In the past,	how where	would	I you he/she/it we they	heat	the water?

Time Context	Wh- Word	Would	Base Form of Verb	
In the past,	who	would	heat	the water?

 Data from the Real World

Research shows that Yes/No questions with *would* are very rare. Instead, you can use Yes/No questions with the simple past.

In the past, did you always get information from the library?

3.6 Using *Used To*

A You can use <i>used to</i> for actions that happened regularly in the past. These actions do not happen now.	<i>My grandmother used to wash clothes by hand.</i>
B You can use <i>used to</i> for states that were true in the past. These states are not true anymore.	<i>Air travel used to be very expensive. It is less expensive now.</i>

3.6 Using *Used To* (continued)

C Do not use *used to* for things that happened only once.

In the 1940s, chemists discovered a new way to make ice cream.

In the 1940s, chemists ~~used to discover~~ a new way to make ice cream.

3.7 Using *Would*

A You can use *would* for actions that happened regularly in the past.

*When my grandparents were children, they **would listen** to the radio every night.*

B Before you use *would*, first make the past time clear. Use a time expression, a simple past verb, or *used to*.

*In the old days, people **would wash** clothes by hand. They **would hang** them outside to dry.*

*It used to be a day or more before the clothes **would dry**.*

C With stative verbs, use *used to*, not *would*, to talk about the past. Some examples of stative verbs are *be*, *love*, *know*, and *want*.

*We **used to love** to eat ice cream.*

We ~~would love~~ to eat ice cream.

*Ice cream **used to be** a luxury.*

Ice cream ~~would be~~ a luxury.

D Do not use *would* to talk about things that happened only once.

*Last week, Joe **made** green tea ice cream at home.*

Last week, Joe ~~would make~~ green tea ice cream at home.

E Use full forms in writing. Use contractions in speaking.

*In writing: We **would sing** songs or **play** games in the evening.*

*In speaking: We'd **go** to bed early.*



Grammar Application

Exercise 3.1 Used To: Statements and Questions

A Complete the article. Use the correct form of *use to* or *used to* and the verbs in parentheses.

🏠
💬 ↻ ☰ ✉

The Wisdom of Our Grandparents

College Weekly spoke to Joseph Green, an 87-year-old retired teacher, about the old days.

College Weekly What did people use to do (do) for fun before there was television?

Joseph Green Well, we _____ (listen) to the radio in the evening.

CW How _____ you _____ (spend) your free time?

JG Well, because there was no television, we _____ (play) games a lot.

CW Who _____ (play) with you?

JG My brothers.

CW It seems like people _____ (have) more free time in those days . . .

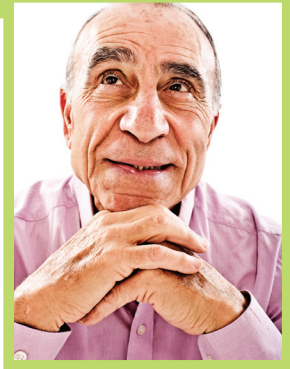
JG Not really. In fact, people _____ (not have) a lot of free time. For example, my parents _____ (work) six days a week.

CW What was school like?

JG We _____ (write) with pencils and paper. And when I was in college, we _____ (take) notes in real notebooks, not on notebook computers!

CW _____ you _____ (type) your papers?

JG No, I didn't. Typewriters were too expensive. I _____ (write) all my papers in ink on lined paper. I _____ (get) so frustrated if I made a mistake because I had to start all over again!

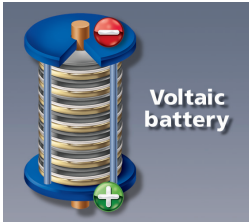


B Write three affirmative sentences and one negative sentence about Mr. Green's life before computers and TV. Compare your sentences with a partner.

- 1 He used to play games in the evenings.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Exercise 3.2 *Would, Used To, or Simple Past?*

Complete the article about life before electricity. Use *used to* or *would* and the verbs in parentheses, or use the simple past form of the verbs. Sometimes more than one answer is correct.



Alessandro Volta invented⁽¹⁾ (invent) the first battery in 1800.
How did⁽²⁾ people use to live⁽²⁾ (live) in the days before electricity?
Most people _____⁽³⁾ (burn) oil lamps or candles for light.
When it got cold, they _____⁽⁴⁾ (make) open fires to keep warm. People _____⁽⁵⁾ (not travel) long distances. Most people only _____⁽⁶⁾ (visit) neighbors or nearby relatives.
Before Volta's battery, many scientists _____⁽⁷⁾ (not think) that electricity was useful. And in the early days of electricity, some people _____⁽⁸⁾ (think) it was dangerous. They _____⁽⁹⁾ (be) afraid of it. Some people even _____⁽¹⁰⁾ (believe) that electricity had a bad effect on society. They _____⁽¹¹⁾ (prefer) the simple life of the past. Soon, however, electricity _____⁽¹²⁾ (make) the world brighter, faster, and more comfortable. Electricity in homes and industry _____⁽¹³⁾ (change) the world in many ways.

Exercise 3.3 *Would: Questions and Statements*

A Imagine that you can talk to a person who lived before there was electricity. Use the words to make questions with *would*. Then add two questions of your own with *would*.

- 1 how/heat/your house? Before electricity, how would you heat your house?
- 2 how/light/your house? _____
- 3 how/clean/your house? _____
- 4 what/do/in the evenings? _____
- 5 what/play/with? _____
- 6 how/get/to work or school? _____
- 7 _____
- 8 _____

B Over to You Now write answers with *would* to the questions. Use your imagination. When you finish, compare your answers with a partner.

We would build a fire to heat our house.

C Group Work Discuss how people used to live before the following inventions changed society. Was life better or worse? Was it safer or more dangerous? In what ways?

- computers
- cars
- airplanes
- cold medicine
- microwave ovens
- TV

A Before computers existed, students used to write everything down with a pencil or pen.

B And they would copy everything again when they revised their papers.

C Student life was hard!

4 Avoid Common Mistakes



1 Use a subject in the time clause.

they

Before ^{they} invented electricity, people used candles.

2 Do not forget the **-d** in **used to** in affirmative statements.

used

When I was living in New York, I ^{used} to play in a rock band.

3 Use **use to** (without **-d**) in negative statements and in questions with **did**.

use

How did you ^{use} to heat your home?

Editing Task

Find and correct six more mistakes in this article from a magazine.

A New Invention

How did people ^{use} ~~used~~ to wash dishes? People did not used to have dishwashers before invented electricity, so they would wash dishes by hand. But did men and women used to share the dishwashing equally? Not usually. Mostly it was women who did it. Before there was electricity, women use to heat up water on the stove and use it for washing dishes. It took hours and hours, and dishes often broke or chipped.

5

In 1886, one woman finally got tired of washing dishes by hand. "If nobody else is going to invent a dishwashing machine," she said, "I'll do it myself." Her name was Josephine Cochrane, a housewife and engineer's daughter who was tired of washing – and sometimes breaking – her favorite dishes after dinner parties. Cochrane worked and worked on her invention until 1893 when finally created a machine that washed dishes. She showed the machine at the World's Fair that year. People operated it by hand, so it was still hard work. After the fair ended, she started a company to make the machines. When first tried to sell dishwashers, only restaurants and hotels bought them from her. However, after electricity became more easily available, her company built electric dishwashers for people to use in their homes. Today, homes around the world have electric dishwashers.

10