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.
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, 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 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 duchess 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 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 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 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 scientists created a food revolution.
2 Time Clauses and the Order of Past Events

Grammar Presentation

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

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

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

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

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

*After sorbet became popular in France, it spread to the rest of Europe.*

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

*Before there were freezers, people needed ice to make frozen desserts.*

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

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

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

*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)

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.
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.

¹telescope: a device you look through to make objects that are far away look bigger ²vaccine: 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?
2 So, when did you get the idea for your invention?
3 And how long did you study at college?
4 When did you build your first printer?
5 And when did you start your printer company?
6 So, when did you get the money for your company?
7 And when did the company start making a profit?

A
B

- d
- b
- c
- d
- e
- f
- g

A 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

1 TV/exist
2 cheap air travel/become possible
3 everyone/have a cell phone
4 people/pay for things with cash or checks
5 free education/be available
6 traffic lights/come into our cities
7 Ford/make the first mass-produced car
8 the first supermarket/open

B

a people/start to fly more
b credit cards/become popular
c families/listen to the radio together
d millions of people/learn to drive
e roads/become safer
f people/buy food from small local stores
g people/make calls from pay phones
h most people/not read or write
Before TV existed, families listened to the radio together.

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.

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

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Did + Not</td>
</tr>
<tr>
<td>I</td>
<td>Used To</td>
</tr>
<tr>
<td>You</td>
<td>listen</td>
</tr>
<tr>
<td>He/She/It</td>
<td>to the radio.</td>
</tr>
<tr>
<td>We</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Did</th>
<th>Subject</th>
<th>Use To</th>
<th>Base Form of Verb</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>I you he/she/it we they</td>
<td>use to</td>
<td>keep food cool with ice?</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 3.3 Information Questions with Used To

<table>
<thead>
<tr>
<th>Wh-Word</th>
<th>Did</th>
<th>Subject</th>
<th>Use To</th>
<th>Base Form of Verb</th>
<th>Used To</th>
<th>Base Form of Verb</th>
<th>Wh-Word</th>
<th>Used To</th>
<th>Base Form of Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>did</td>
<td>I you he/she/it we they</td>
<td>use to</td>
<td>keep food cool with ice?</td>
<td>who</td>
<td>used to keep food cool with ice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>How often</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.4 Statements with Would

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

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?
### 3.4 Statements with Would (continued)

#### NEGATIVE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Would + Not</th>
<th>Base Form of Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past, I you he/she/it we they</td>
<td>wouldn’t</td>
<td>bathe</td>
</tr>
</tbody>
</table>

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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past, how where</td>
<td>would</td>
<td>I you he/she/it we they</td>
<td>heat</td>
<td>the water?</td>
</tr>
</tbody>
</table>

#### Time Context | Wh- Word | Would | Base Form of Verb |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past, who</td>
<td>would</td>
<td>heat</td>
<td>the water?</td>
</tr>
</tbody>
</table>

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 used to for actions that happened regularly in the past. These actions do not happen now.

*My grandmother used to wash clothes by hand.*

**B** You can use used to for states that were true in the past. These states are not true anymore.

*Air travel used to be very expensive. It is less expensive now.*
### 3.6 Using Used To (continued)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>Do not use <strong>used to</strong> for things that happened only once.</td>
</tr>
<tr>
<td></td>
<td>In the 1940s, chemists discovered a new way to make ice cream. In the 1940s, chemists <strong>used to</strong> discover a new way to make ice cream.</td>
</tr>
</tbody>
</table>

### 3.7 Using Would

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>You can use <strong>would</strong> for actions that happened regularly in the past.</td>
</tr>
<tr>
<td></td>
<td>When my grandparents were children, they <strong>would listen</strong> to the radio every night.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Before you use <strong>would</strong>, first make the past time clear. Use a time expression, a simple past verb, or <strong>used to</strong>.</td>
</tr>
<tr>
<td></td>
<td>In the old days, people <strong>would wash</strong> clothes by hand. They <strong>would hang</strong> them outside to dry. It used to be a day or more before the clothes <strong>would dry</strong>.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>With stative verbs, use <strong>used to</strong>, not <strong>would</strong>, to talk about the past. Some examples of stative verbs are <strong>be</strong>, <strong>love</strong>, <strong>know</strong>, and <strong>want</strong>.</td>
</tr>
<tr>
<td></td>
<td>We <strong>used to love</strong> to eat ice cream. We <strong>would love</strong> to eat ice cream. Ice cream <strong>used to be</strong> a luxury. Ice cream <strong>would be</strong> a luxury.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Do not use <strong>would</strong> to talk about things that happened only once.</td>
</tr>
<tr>
<td></td>
<td>Last week, Joe <strong>made</strong> green tea ice cream at home. Last week, Joe <strong>would make</strong> green tea ice cream at home.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Use full forms in writing. Use contractions in speaking.</td>
</tr>
<tr>
<td></td>
<td>In writing: We <strong>would sing</strong> songs or <strong>play</strong> games in the evening. In speaking: We’d <strong>go</strong> to bed early.</td>
</tr>
</tbody>
</table>
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 [1] use to do [2] (do) for fun before there was television?


Joseph Green  Well, because there was no television, we [7] play [8] (play) games a lot.


Joseph Green  My brothers.

College Weekly  It seems like people [11] have [12] (have) more free time in those days . . .

Joseph Green  Not really. In fact, people [13] not have [14] (not have) a lot of free time. For example, my parents [15] work [16] (work) six days a week.

College Weekly  What was school like?

Joseph Green  We [17] write [18] (write) with pencils and paper. And when I was in college, we [19] take [20] (take) notes in real notebooks, not on notebook computers!

College Weekly  Do you [21] type [22] (type) your papers?

Joseph Green  No, I didn’t. Typewriters were too expensive. I [23] write [24] (write) all my papers in ink on lined paper. I [25] get [26] (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* (invent) the first battery in 1800.

How *did* people *use to live* (live) in the days before electricity?

Most people *burned* (burn) oil lamps or candles for light.

When it got cold, they *made* (make) open fires to keep warm. People *did not travel* (not travel) long distances. Most people *only visited* (visit) neighbors or nearby relatives.

Before Volta’s battery, many scientists *did not think* (not think) that electricity was useful. And in the early days of electricity, some people *thought* (think) it was dangerous. They *were afraid of* (be) it. Some people even *believed* (believe) that electricity had a bad effect on society. They *preferred* (prefer) the simple life of the past. Soon, however, electricity *made* (make) the world brighter, faster, and more comfortable. Electricity in homes and industry *changed* (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? **Before electricity, how would you light your house?**
3 how(clean)/your house? **Before electricity, how would you clean your house?**
4 what/do/in the evenings? **Before electricity, how would you spend your evenings?**
5 what/play/with? **Before electricity, how would you entertain yourselves?**
6 how/get/to work or school? **Before electricity, how would you get to work or school?**
7 **Before electricity, how would you spend your days?**
8 **Before electricity, how would you spend your nights?**

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.*
**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
- cold medicine
- microwave ovens
- airplanes
- cars
- 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!

---

### Avoid Common Mistakes

1. **Use a subject in the time clause.**
   
   *they*
   
   Before [Blank] 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 use to play in a rock band.

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

   *use*

   How did you used to heat your home?

---

### Editing Task

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

**A New Invention**

How did people used to wash dishes? People did not used to have dishwashers before [Blank] 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.

In 1886, one woman finally got tired of washing dishes by hand. “If nobody else is going to invent a dishwashing machine,” she said, “[Blank] 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.