

ENGLISH 3AC · SEMESTER 2

Spotlight 3 Unit 4: inventions and used to

Study Spotlight 3 Unit 4 in English 3AC with simple invention descriptions, used to, past habits, new illustrations and practice with explained answers.

Key points

- Explain purpose, parts and a short process.
- Used to + base verb describes a changed past habit or state.
- Use didn't use to and Did ... use to...?

Learning goals

- Explain what a simple invention does.
- Compare a past habit or state with now.
- Build questions and negatives with use to.

How do I describe an invention simply?

Name the device and the task it helps with. Describe a few main parts and explain what happens first and next. A classroom model can show an idea without performing the job of a full-sized machine. Keep claims within what the model can do.

Useful words include invention, inventor, device, part, material, model and improve. Do not confuse an invention with a model built to explain it. If you include a real inventor or a historical date, check the fact instead of guessing.



A simple school model supports an accurate description of purpose, parts, movement and limits.

How does used to compare then and now?

Use *used to* plus a base verb for a past habit or state that is no longer true. My uncle *used to* write every note by hand. Now he often uses a computer. There *used to* be a small workshop here describes a past state.

This pattern highlights a change. It is not the right choice for one single event yesterday: I repaired a model yesterday uses past simple. Build simple accurate contrasts before adding a longer invention account.

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EXPLAIN A SIMPLE INVENTION

Keep the description accurate and easy to follow.

- 1 Purpose
Show a useful idea
- ↓
- 2 Parts and process
Air pushes the cardboard blades.
- ↓
- 3 Limit
The model does not make electricity.

Read the examples. Explain the pattern. Make your own sentence.

Keep the description accurate and easy to follow.

How do I make a question or negative?

After *did* and *didn't*, use the spelling *use to* without *d*: Did he *use to* write by hand? He *didn't use to* have a computer. The following verb is a base form. Do not write *used to* writing in this past-habit pattern.

Be used to has a different meaning, being familiar with something, and a different structure. It is outside this lesson's main practice. Concentrate on changed past habits and states so the form and meaning stay clear.

How can I explain a small model's benefit and limit?

For a cardboard windmill, say that moving air pushes the blades and makes them turn. Do not claim that the model produces electricity unless it actually has the necessary working parts and evidence. A useful English description includes purpose, parts, process and one honest limit.

A worked example

A past habit and a classroom model

People in our example used to do this simple job by hand. Our class made a small model to show a different method. It has cardboard blades and a firm base. When air pushes the blades, they turn. The model helps us understand the movement, but it does not make electricity.

- Used to do compares a repeated past method with a different method.
- Present-simple verbs explain how the model works.
- The final sentence states both a benefit and a limit.

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COMPARE THEN AND NOW

Use the past-habit form consistently.

1 Affirmative

He used to write notes by hand.



2 Negative

He didn't use to have a computer.



3 Question

Did he use to work here?

Read the examples. Explain the pattern. Make your own sentence.

Use the past-habit form consistently.

How should I use this English 3AC lesson?

- Try the exercises before reading the answers.
- Explain a correction in your own words.
- Return to the examples when two structures look similar.

The semester grouping is an editorial revision order. Follow the units, tasks and pace used by your own teacher and textbook.

Exercises: try before reading the answers**1. Purpose**

Give a simple purpose for a model windmill.

2. Past habit

Complete: My uncle used to ____ (write) notes by hand.

3. A negative

Correct: He didn't used to have a computer.

4. A question

Ask whether the workshop used to be smaller.

5. One event

Choose: Yesterday we used to build / built a model.

6. An accurate description

Write two sentences about a classroom device, including one limit.

Answers and explanations

1. Purpose

It helps us see how moving air can turn blades. This describes the model's demonstrated purpose.

2. Past habit

Write. Used to takes a base verb.

3. A negative

He didn't use to have a computer. Use has no final d after didn't.

4. A question

Did the workshop use to be smaller?

5. One event

Built. Yesterday describes a single completed event here.

6. An accurate description

Possible answer: Our cardboard windmill shows how air turns blades. It does not make electricity. The limit prevents an exaggerated claim.

Frequently asked questions

What does this Spotlight 3 Unit 4 lesson practise?

It links simple invention descriptions with used to, past habits, past states and comparisons with now.

How do I ask a question with used to?

Use Did + subject + use to + base verb: Did he use to write by hand?

Can I invent a date for an invention paragraph?

No. Leave out historical details unless they are needed and checked. Explain the device accurately instead.

Revision resource: follow the units, instructions and pace set by your teacher.

[Read the full lesson and practise on MATHFJIB.](#)