

By J. Berkley, C. Berkley & E. Berkley

Alice and the Diamond Bracelet



An integrated EAL skills course based around a short story for B2-level EAL students—with useful material and practice exercises for IELTS, B2 First (FCE) & IGCSE students.

WORK BOOK





Copyright 2021.

James and Charles Berkley have asserted their right under the Copyright, Designs & Patents Act 1988 to be identified as the authors of this work.

This PDF booklet is copyright but, once purchased and downloaded, can be printed once solely by the purchaser for his/her use and requirements only. It may not be printed out by/for anyone else other than the initial purchaser and nor may it be mass printed for 3rd Party use. It is illegal to sell it on or to mass reproduce/print or copy it for common use.

This book is a work of fiction. Any resemblance to actual persons, living or dead, is purely coincidental.

Every effort has been made to obtain the necessary permissions with reference to copyright material, both illustrative and quoted.



Audio Files for download can be found in the
'Alice & The Missing Bracelet' page at
www.betterlanguageskills.com

Foreword

This PDF book has been designed to consolidate and support the language learning covered in the various chapters of the Student Book, (which you can also download from the webpage 'Alice & The Missing Bracelet' on our website at www.betterlanguageskills.com), by providing additional exercises which focus, particularly, on various aspects of the grammar and vocabulary at B2-Level. In each Chapter there is also a section on Pronunciation, which is specifically focused on the connected speech of mother-tongue English speakers. Although it is distinctly possible to work solely with the Student Book, our aim is to provide a holistic learning experience with particular focus on the skills required for the various exams at B2-level; IELTS, B2 First (FCE) & IGCSE. We therefore recommend that students follow the guidelines and recommendations in the Student Book to focus on language items in the Workbook in order to ensure a level of understanding and ability to use the language effectively at this level.

If there are areas in which the students already feel confident about a particular grammar aspect or vocabulary item then they should not necessarily feel obliged to complete all exercises in the Workbook, whether they are using this coursebook in class, (at the discretion of their teacher), or independently. We would recommend that the Workbook be used more for homework and that the Student Book be used for classwork or for focused independent study.

The Audio Files for this book can also be accessed from the 'Alice & The Missing Bracelet' page on our website at www.betterlanguageskills.com and the Answer Key for the exercises in each chapter can be found at the back of this book. On this webpage you will also find a user-friendly self-assessment version of the European Common Framework for Languages Indicator at B2 Level. That said, the Student Book contains self-assessment tasks at the end of each chapter.

Lastly, as one of the aims of this book is to help provide students with some of the necessary exam skills and a generally better understanding of the EAL exam requirements at B2-level, there are some links on the same webpage as above to the exam marking criteria for the IELTS, B2 First & IGCSE exams. These may come in useful when students are looking to improve on individual skills requirements for the different sections of each exam.

We hope you find this book useful and wish you all the very best for future learning!

The Authors - James and Charles Berkley.

Index

● = IELTS ● = B2 First (FCE) ● = IGCSE

Language Skills Focus					
Chapter	Theme	Vocabulary	Grammar	Pronunciation	Additional Functional Skills
Chapter 1 (page 7)	Home, House & Family	<ul style="list-style-type: none"> - Key vocabulary Gap-fill exercise 	<ul style="list-style-type: none"> - Review of the Past Tenses - Use of English Past Tense sentence transformation -ns 	<ul style="list-style-type: none"> - Stress Patterns 1 - Word stress + Weak Vowel Sounds (Schwa /ə/) 	<ul style="list-style-type: none"> - Link Word Vocabulary Matching + Gap-Fill Exercise
Chapter 2 (page 25)	Shopping & Free-Time Activities	<ul style="list-style-type: none"> - Recycling key vocabulary – letter gap-fill exercise + sentence gap-fill exercise 	<ul style="list-style-type: none"> - Review of Future Tenses 	<ul style="list-style-type: none"> - Stress Patterns 2 - Content & Structure Words 	<ul style="list-style-type: none"> - Practical conversational skills – giving opinions, making suggestions & agreeing/disagreeing - Multiple-exam Speaking Skills – photo description/ speaking about a topic / General Conversation skills
Chapter 3 (page 45)	Formal Occasions / Parties	<ul style="list-style-type: none"> - Recycling Key Vocabulary – Gap-Fill exercise. 	<ul style="list-style-type: none"> - Past Modal verbs of deduction - Question Formation Skills - Question Tags 	<ul style="list-style-type: none"> - Stress Patterns 3 - Sentence Stress + Gist Listening Exercise 	<ul style="list-style-type: none"> - Photo Description Speaking - Speaking about a Topic - Making Conversation - Small Talk - Role-play – Enacting Conversational Skills - Creative Writing Skills
Chapter 4 (page 57)	Crime / Lost Property	<ul style="list-style-type: none"> - Key Vocabulary Exercise - Vocabulary on Crime - Recycling Vocabulary - Re-scrambled Word Exercise 	<ul style="list-style-type: none"> - Focus on Conditionals 	<ul style="list-style-type: none"> - English Vowel/Diphthong Sounds 	<ul style="list-style-type: none"> - Pairwork/Role-play Speaking Activity - Conditionals Questionnaire

Chapter 5 (page 69)	Money Issues	<ul style="list-style-type: none"> - Phrasal Verbs Matching Exercise - Understanding the meaning of a word from its context - Recycling vocabulary skills – Gap-fill exercise 	<ul style="list-style-type: none"> - Focus on the Passive Tense 	<ul style="list-style-type: none"> - Linking in Connected Speech 	<ul style="list-style-type: none"> - General Conversation & Monologue Skills - Sentence Transformation Skills – Active v Passive Tense
Chapter 6 (page 81)	Lifestyle	<ul style="list-style-type: none"> - Key Vocabulary Gap-fill exercise 	<ul style="list-style-type: none"> - Focus on Reported Speech (including Reporting Verbs & Questions) 	<ul style="list-style-type: none"> - The Missing of Sounds through Elision 	<ul style="list-style-type: none"> - Gist-listening skills - Reported Speech Sentence Transformation Exercise - Role-Play Exercise on Reported Speech
Chapter 7 (page 89)	Organized Crime	<ul style="list-style-type: none"> - Recycling Key Vocabulary – Dictogloss Exercise 	<ul style="list-style-type: none"> - Focus on Relative Pronouns and Relative Clauses. 	<ul style="list-style-type: none"> - Intrusion in Connected Speech. 	<ul style="list-style-type: none"> - Sentence Transformations – Relative Clauses/Pronouns.
Chapter 8 (page 93)	Wishes & Regrets	<ul style="list-style-type: none"> - Word-Building skills from Base words. - Pre-Listening Key Vocabulary Gap-Fill Exercise 	<ul style="list-style-type: none"> - Focus on Present & Past Wishes and Regrets 	<ul style="list-style-type: none"> - Summary of Pronunciation Skills in Connected Speech 	<ul style="list-style-type: none"> - Use of English – word formation skills exercise. - Sentence Transformations – Present/Past Regrets or Desires.
Epilogue / Chapter 9 (page 99)	Concluding Story				<ul style="list-style-type: none"> - Recycling Key Vocabulary – Gap-Fill Exercise
Answer Key		p.101			

Chapter 1

1/. Key Vocabulary Gap-Fill Exercise

Student Task – look at the words in the box below.

conservatory / terraced house / outskirts / robbery / jewellery / Police Enquiries / witness / surroundings /
spokesperson / suspicious behaviour / scar / inconsiderate / selfish / a trowel / a shed / CCTV /
an embossed envelope / the highlight / a Ball / a hoodie / to shiver / a patio / frost / prior to



Audio File 1 – now listen and repeat the words in the box above.

Student Task – Now read the sentences below and try to insert the correct word into each space. In some cases, you may need to change the ending of the word, especially if it is a verb – ie. tense considerations.

Eg. Ned and Alice live in a terraced house in the outskirts of Cambridge.

1. After a cold night, there was _____ all over the ground the next morning when Alice went to work by bike. She _____ in the cold but beautiful _____.
2. In the _____, the thieves had stolen some expensive _____. The Police had appealed for _____ or for anyone who had seen any _____ in the area in the days _____ the raid on the shop.
3. The _____ of the social calendar is the annual Charity _____ usually held in London every Christmas.
4. Alice had been doing some gardening outside on the _____. She had taken some pots from the _____ and, with a _____, had been filling them with soil and Winter Pansies*, which she left in the _____.
5. The young man with a _____ on his face and dressed in a _____ had acted in both an _____ and _____ way. The Judge sentenced him to 6 months in prison.
6. Owing to fresh _____ evidence, the _____ stated that a new _____ would be starting up next week into allegations of fraud from within the government.
7. The letter arrived in an _____ . It was a formal invitation to the Ball.

*Winter Pansies are types of pretty flowers which grow in Winter.

2/. Link Words Vocabulary
Matching & Gap-Fill Skills Exercise
Individual/Pair work Activity

Using Link Words correctly will make your spoken and written English appear more fluent. They are used to join sentences/different parts of a sentence together and, in doing so, make the sentence more readable and coherent.

'Alice was both excited and delighted and hugged Ned as she knew that these tickets were very much in demand and would be the highlight of their social calendar. **Besides**, it could be a fun evening in such beautiful surroundings...'


A/. Vocabulary Matching Exercise

Student Task – Look at the activity on the next page and see if you can write each link word in italics into the correct box, as demonstrated in the example.

Top Tip – Link Words

Being able to use link words correctly will show the examiner that you are able to use and manipulate the language effectively and coherently in the speaking and writing exams. This should allow you to obtain a higher grade.

Link Words			
<u>Adding information</u> <i>Eg. In addition to</i>	<u>Contrasting / opposing ideas</u>	<u>Giving Opinions</u>	<u>Giving Examples</u>
<u>Results & Consequences</u>	<u>Cause / Purpose</u>	<u>Time</u>	<u>Conclusion / Summary</u>
<i> In addition to as far as I'm concerned whereas To sum up Consequently, For me, owing to Moreover whenever On the other hand In essence Therefore, Furthermore, However for example, Besides In my opinion despite/in spite of such as during due to For this reason From my point of view For instance as a result on the whole in view of given that until now In conclusion so while (whilst) </i>			

Student Task  **Audio File 2** – now listen and repeat the link words in the chart above.

B/. Gap-Fill Skills Exercise

Student Task - Now look at the link words/expressions in the box on the following page and see if you can fill in the gapped spaces in the ensuing sentences on the following page, using the correct link word from the box. (Please note, not all of the link words in the box are used in the sentences. In some cases, more than one answer may be possible).

In addition to / as far as I'm concerned / whereas / to sum up / consequently / For me, .. / owing to ... / Moreover / whenever / On the other hand / In essence / therefore, .. / Furthermore, .. / However, .. / For example, .. / Besides / In my opinion / Despite / In spite of / such as / during / due to / For this reason, / From my point of view .. / For instance .. / as a result,.. / On the whole .. / in view of .. / given that .. / until now / In conclusion, .. / so / while / whilst

1. Eg. I love going to the theatre. In my opinion it is the best form of entertainment.
2. _____ the bad weather, Mary wasn't able to drive to the party.
3. This Prime Minister is awful! His decision-making is terrible and he is completely disorganized. _____, he is a total disgrace!
4. Travelling by bus can be costly, unreliable and slow. _____, the buses are often completely packed full of people.
5. My bag has been stolen! _____ I'm going to the Police Station immediately!
6. Many elderly people don't know how to use modern phones _____ my Aunt Agatha.
7. I have an identical twin brother. I play cricket left-handed _____ he plays right-handed.
8. _____ the difficult weather conditions, the pilot managed to land the aeroplane.
9. Mary seems to be acting very strangely at the moment. _____ I try to speak with her she totally ignores me.
10. Suzie is trying very hard to succeed in her university course. _____, she finds it extremely difficult and she is worried about her final mark.
11. The team performance was a little mixed. There were some individual and tactical issues involving certain players, but, _____, I am pleased with the overall team performance.
12. _____ Naomi Smith was ill in bed with malaria last week, it is all the more remarkable that she has won the London marathon.
13. I will be flying to Malaysia this time next week. _____, I won't be here at the meeting.
14. The snow conditions are so bad that the rugby pitch is unplayable. _____, we have no option but to cancel the match.
15. "Thank you all for coming to the meeting. _____, I shall be sending the minutes of this meeting to you all in the next 24 hours. Thank you again and Good Evening".
16. There are many ways in which you can show empathy towards another person. _____, people always appreciate being listened to.
17. "What do you think about the school closing down, Brian?"
18. "_____ , it's a total disgrace!"
19. I understand the views of the parents about the school closing down. _____, I don't understand the fact that they haven't been particularly supportive of the school management.

20. Mr Sixpence was caught drink-driving by the Police. He was 5 times over the legal limit for alcohol. _____, he has had his driving license removed and has spent a week in prison.
21. Whilst there have been many positive aspects mentioned in this debate about the modern-day lifestyle, there have not been such good arguments expressed about the negative effects of contemporary life. _____, the positive arguments for modern-day lifestyle outweigh the negative ones.

3/. Pronunciation Skills – Word Stress and the Schwa (the weak vowel)

Individual/Pair work Activity

Word Stress


Words are normally made up of various syllables. In English, unlike many other languages, there is normally one dominant syllable in a word.



Audio File 3 – listen and repeat

Eg.  manager /  jubilant /  afternoon

The rules for this are complicated. If in doubt about how to correctly pronounce a word, try looking up the word in a good dictionary. Not only should the dictionary show the phonetic make-up of the word, but there will be an apostrophe before the dominant syllable to indicate where the stress lies in that particular word.

Eg.  afternoon = a:ftə'nu:n

Notice the apostrophe before the last syllable to indicate that the last syllable is the dominant one.

Top Tip – Understanding Stress patterns

Understanding word stress and the use of the Schwa will make you sound more like a native speaker and will improve your listening exam skills.

The Schwa /ə/ Sound

Sometimes British people are said to 'eat their words' – what is meant by this is that they often do not appear to clearly articulate all of the syllables within a word. In British English, some syllables are more dominant than others. This can make it difficult for foreign learners of English to understand British people when they speak because in their languages, the stress rules and patterns are different.

One of the characteristics of British English is that it makes good use of the 'Schwa' (ə) = , which is basically a weak vowel sound. The rules of pronunciation in the English language, (of which there are many), state that some vowel sounds are intentionally strong whilst others are weak.

In British English, the schwa sound is used on average once in every three vowel sounds a British person makes.

Student Task - Now try saying the words below. Listen to the audio file first to check the correct form of pronunciation;



Audio File 4

Eg.

• •
about /ə'baʊt/



Some examples of the Schwa, weak vowel /ə/ sound mentioned earlier.

• • • •
photographer /fə'tɒgrəfə/

• •
submit /səb'mɪt/

• •
tiger /t'aɪgə/

Student Task – Now, before you listen, try to work out the correct pronunciation of the words below. Then listen carefully to each word and write out the stress pattern using circles above the word to indicate where the stress lies. (Make sure you use a big circle to indicate where the dominant stress lies). If you wish, you can write out the phonetic version of the word alongside with the apostrophe in the correct place.



Audio File 5

1.

i) Eg. • • •
Original ə'rɪdʒɪnəl

ii) Actually _____

iii) Unsubstantiated _____

iv) Inconsiderate _____

v) Discriminate _____

4/. Grammar Skills – A review of the Past Tenses

Individual / Pair work Activity

The following sentences in the boxes below appeared in the story in Chapter 1 of the Student Book;

1. 'It **was getting** quite late and the sun **was disappearing** behind the trees'

3. 'When Ned **came** home, he **was** in a very good mood'.

2. 'She suddenly remembered **she had left** the newly-potted plants outside on the patio'.

4. "I **have always wanted** to go to a Ball with the man of my dreams".

Top Tips – Grammar Skills (Past Tense Knowledge & Effective Usage)

Having a good understanding of the past tenses will allow you to demonstrate to the examiner that you have a level of competence when using the language. It will also make your language seem more interesting and fluent.

Student Task - Now see if you can match the highlighted verbs in the boxes above to the past tense rules below. Write your answers below;

- A. **Present Perfect Simple** – Use to describe an action which started in the past and has continued until recently (the near present) or until the present. The past is connected with the present.
- B. **Past Perfect Simple** – Use if you want to emphasize that one past action happened before another past action.
- C. **Past Continuous** – use to describe an action in progress or an ongoing feeling at a specific time in the past.
- D. **Past Simple** – use to describe a finished action or a narrative in the past.

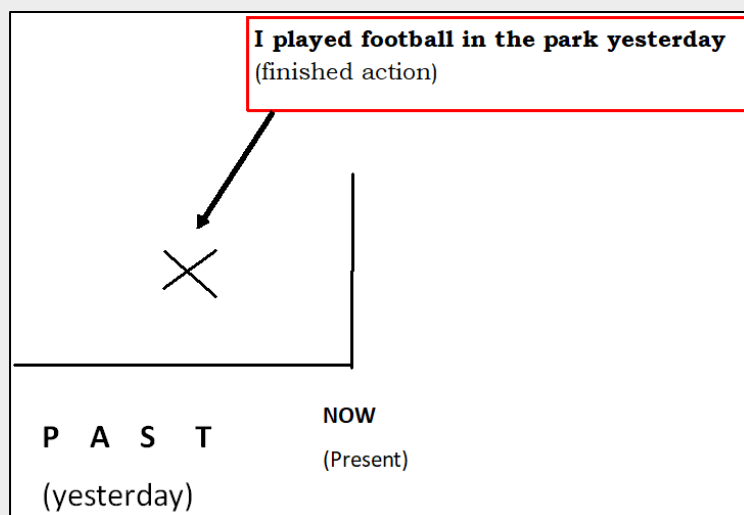
Eg.

- 1 = C
- 2 =
- 3 =
- 4 =

Student Task - Now read the notes below and complete the exercises on the past tenses.

A/. Past Simple

We use the Past Simple to describe finished actions in the past.



Top-Tips - Past Tenses in English

There are a number of past tenses commonly used in the English language. It is important that you are aware of these and know how to use them in the right context. It will also demonstrate to the examiner that you have a good understanding of English and can show a deeper level of fluency.

Form = subject + past simple ending (regular/irregular)

Eg.

I played football in the park yesterday (regular verb)

I went to the National Gallery at the weekend. (irregular verb)

Regular verbs end in -ed in the past simple. (The majority of verbs are regular).

Irregular verbs have a different ending. Below is a list of some of the most common irregular verbs;

Irregular Verbs		
Base Verb (infinitive)	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
come	came	come
do	did	done
drink	drank	drunk
eat	ate	eaten
find	found	found
give	gave	given
go	went	gone
have	had	had
know	knew	known
learn	learnt (learned)	learnt (learned)
leave	left	left
make	made	made

say	said	said
see	saw	seen
take	took	taken
think	thought	thought
write	wrote	written

Student Task - Now complete the following exercise. Write the past simple form of the base verb in brackets below, (the answers may be regular or irregular verbs);

1. "This morning, a parcel eg. arrived (arrive) for you, Ned", said Alice.
2. "I _____ (have) a rather busy day at work because there _____ (be) a number of colleagues missing", said Ned.
3. "_____ (like) the sandwiches I prepared for you this morning?", asked Alice.
4. The Bodgers are a damn nuisance! The children _____ (not stop) making lots of noise the last time I _____ (speak) to Mr Bodger over the fence.
5. I _____ (go) and _____ (sit) out on the patio for a while this afternoon. I just needed to rest a little.
6. "_____ (get) some more eggs from the supermarket, darling?"
7. "I _____ (read) about the robbery at the Jewellery shop yesterday. There _____ (be) two men caught on CCTV and I think it's quite possible I _____ (see) one of them when I was passing by in the street looking a bit suspicious in the last few days. Perhaps he _____ (be) 'casing the joint'".
8. "I _____ (receive) a message from Hamish, my Scottish friend. He _____ (say) that he wants to invite us up there at Easter.

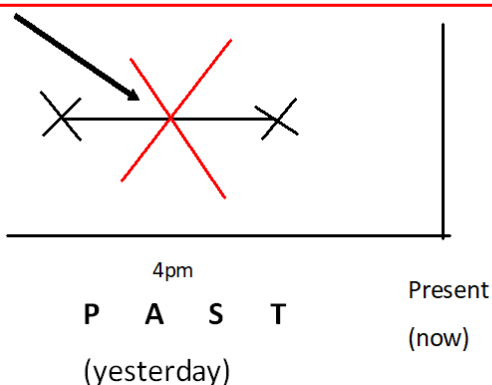
(**'casing the joint'* = to look carefully at a place that one intends to revisit later on. It is a term which has rather negative implications – ie. criminal activity

B/. Past Continuous

We use the past continuous to describe a/an (long) action in progress normally at/over a specific past time.

E.g. I **was playing tennis at 4pm yesterday**

(a long action in progress at a specific past time)



Form = subject + verb with -ing (the gerund)

Eg. 'I was playing tennis at 4pm yesterday' or 'I was playing tennis from 3-4.30pm yesterday'

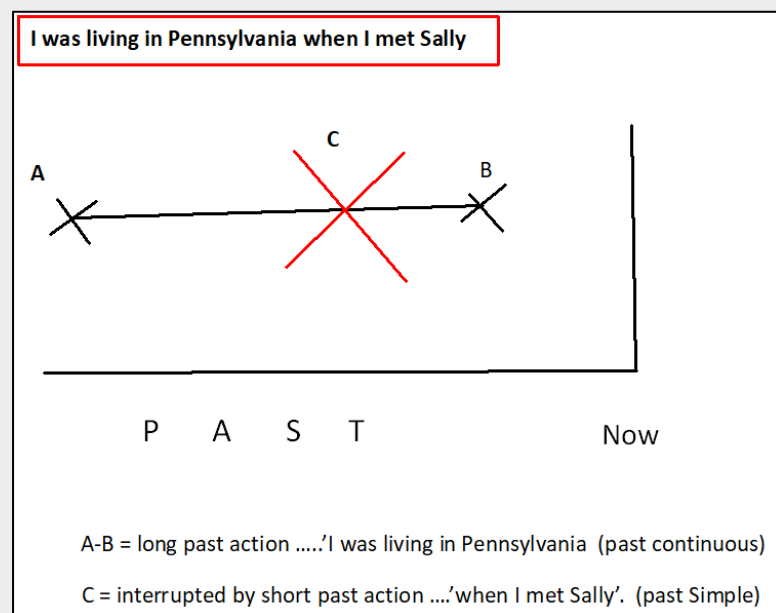
Student Task - Now complete the exercise below by transforming the base verb in brackets into the past continuous form;

"I tried ringing you several times today to see if you were ok but you never answered!", said Ned. "I must have rang several times – at 10.00am, at 11.30am, at 2.00pm, at 3.30pm and then again at 4.00pm. What were you doing (do) ?"

"I'm so sorry, my love! I had a nice day . . . at 10.00am I _____ (watch) an interesting documentary film about killer whales. At 11.30am I _____ (send) an email to Auntie Merry in Canada as I haven't spoken to her in ages. At 2.00pm I _____ (eat) a chicken sandwich. At 3.30pm, I _____ (sleep) in the conservatory because I felt a little tired, said Alice. At 4.00pm, I _____ (prepare) tonight's dinner – lentil soup. After that I _____ (do) some exercises as I realised I'd been sitting down rather too much!".

C/. Past Simple & Past Continuous

We often use the past simple in combination with the past continuous if we want to emphasize a long past action (past continuous) which was interrupted by a short past action (past simple).



Eg. 'I was living in Pennsylvania when I met Sally'

I was living = long past action

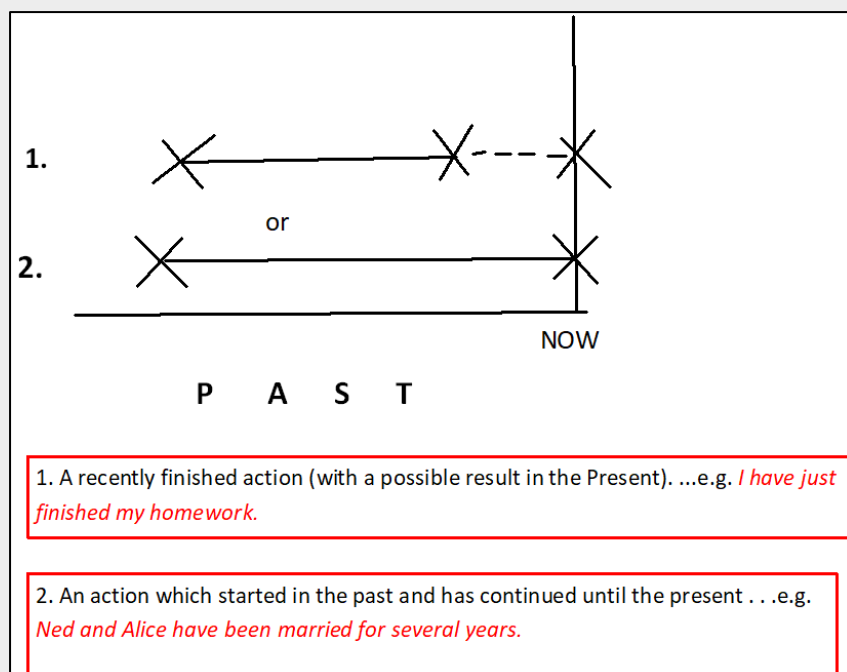
I met = short past action

Student Task - Now complete the exercise below by transforming the base verb in brackets into the past simple or past continuous;

“Well I had a busy day”, said Ned. “I couldn’t get anything done! . . . while I eg. was working (work) at my desk my boss (come) into the room with a smile and (tell) me that I have been earmarked for promotion. I was so happy that I (go) and (speak) to my colleague, John, about it. While I (speak) to him, he suddenly received a call from his wife to say that she (feel) terrible and (have) to go to see a doctor. Of course, John (go) off immediately to see his wife. Thankfully, all is ok. After that, I (receive) an unpleasant phone call from a colleague in Manchester while I (prepare) for my presentation next Monday. He wouldn’t get off the phone! Then, when I (drive) home a black cat suddenly (run) out in front of the car and I almost (crash)! It (be) a strange day”.

D/. Present Perfect Simple

We often use the Present Perfect Simple if we want to emphasize a link between the past and the (near) present. It can be used to describe a recently finished action or an action that started in the past and has continued until the present. It can also be used to describe a past experience.



Form = subject + has/have + past participle

Eg. *I have (just) finished my book.*

Peter has lived here for 23 years.

Mary has visited all the different counties in England.

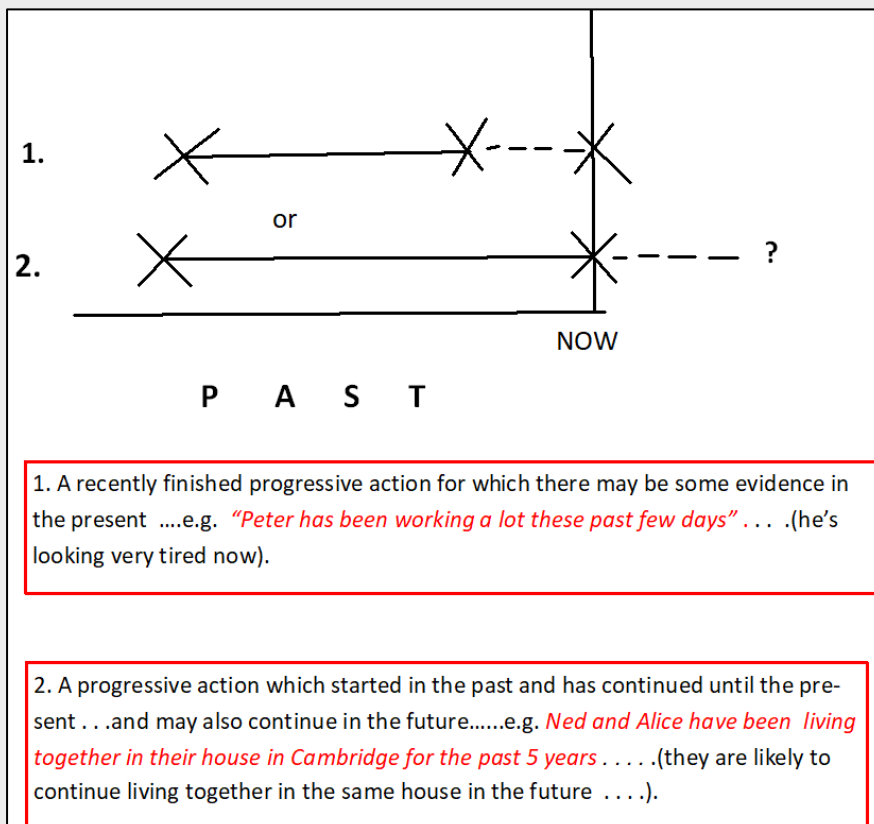
Be careful! Some past participles may be irregular. See the past participle form of common irregular verbs above in the section on the Past Simple (3rd column).

Student Task - Now complete the exercise below by writing in the Present Perfect Simple form of the base verb in brackets;

1. "Ned and I have been (be) together for four years", said Alice.
2. "We _____ (be) on holiday to Italy before. It was wonderful! We went to the island of Capri on our honeymoon", said Sheila.
3. Ned _____ (receive) a promotion yet but he will soon!
4. Alice _____ (finish) the book she was reading by John Le Carré
5. "_____ you _____ (speak) to the Bodgers about the noise coming from next door yet, Ned?", asked Alice.
6. Ned and Alice _____ never _____ (visit) their Aunt in Canada before.
7. Auntie Merry _____ (invite) them to Vancouver several times.
8. Ned _____ already _____ (indicate) to Auntie Merry that they are likely to visit Canada next summer.

E/. Present Perfect Continuous

We use the Present Perfect Continuous when we want to emphasize a progressive action which started in the past and recently finished or has continued until the present.



Form = subject + has/have + been + verb with -ing

Eg. Mary has been running a lot recently.
Peter has been doing his homework all afternoon.

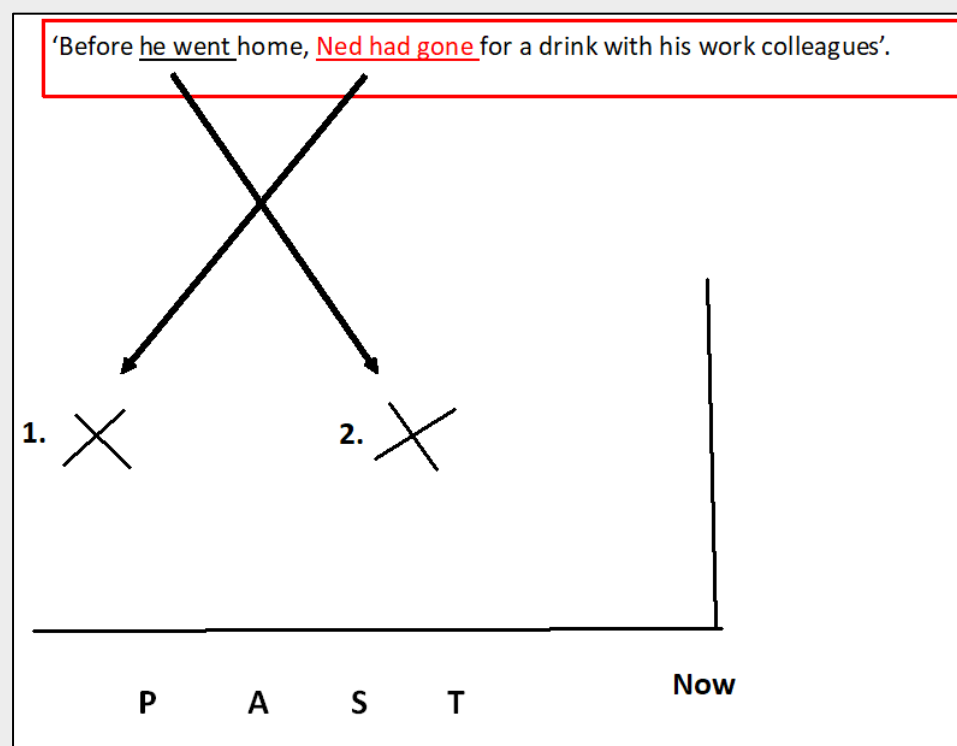
Student Task – now complete the following exercise;

1. "I _____ (have) some problems with my back recently", said Ned. "perhaps I should take a bath?"
2. Ned _____ (work) on some new project in his office.
3. "I hear your wife _____ (complaining) again about my children", Mr Bodger said to Ned.
4. "That's because your children _____ (shout) all day and night and they _____ (keep) my wife awake!", replied Ned.
5. "_____ you _____ (sit) in the conservatory again?", Ned asked Alice.
6. Alice _____ (apply) for some other jobs.
7. She _____ also _____ (think) about starting a law degree course.
8. Ned _____ (wonder) if they should move to bigger house in a nicer area of Cambridge.

F/. Past Perfect Simple & Past Perfect Continuous

We use the Past Perfect Simple when we talk about two past events but want to emphasize that one thing happened before another. If we want to emphasize that a progressive past action had happened before another past action we use the Past Perfect Continuous.

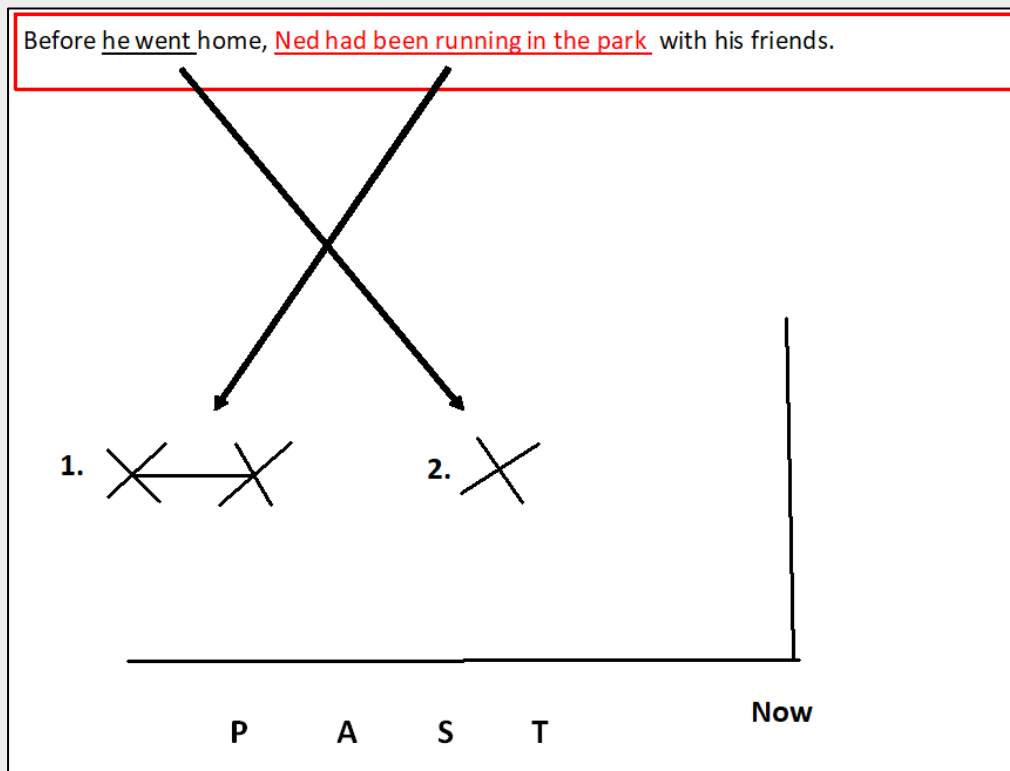
i). Past Perfect Simple



Form = subject + had + past participle (Past Perfect Simple)

Eg. Ned had gone

ii). Past Perfect Continuous



Form = subject + had + been + verb with -ing (Past Perfect Continuous)

Eg. Ned had been running.

Past Perfect Simple v Past Perfect Continuous

Student Task - Now complete the sentences below by putting the base form of the verb in brackets into either the past perfect simple or the past perfect continuous.

1. Eg. Alice had telephoned (telephone) her mother before going outside on the patio.
2. Mr Bodger _____ (cut) the grass before cleaning his car.
3. The Bodger children _____ (make) a lot of noise before Ned banged on the wall to get them to be quiet at 2 O'clock in the morning!
4. By the time Ned got home, Alice _____ (finish) cleaning the house and making the dinner.
5. "You're late! What took you so long?", asked Alice angrily.
"I'm sorry darling, _____ (work) on a project and completely lost track of the time!", Ned said in a defensive way.
6. Alice _____ also _____ (read) the newspaper before Ned came home.
7. They didn't need to buy any more food as they _____ (be) to the supermarket 2 days earlier.

8. A large number of letters _____ (arrived) through their letterbox that morning.

G/. Tense Revision Exercise

Student Task - Take a look at the sentence below. Now try to write out the sentence according to the instructions in brackets;

I talk with my husband

(Present Simple)

I am talking with my husband

(Present Continuous)

(Past Simple)

(Past Continuous)

(Present Perfect Simple)

(Present Perfect Continuous)

(Past Perfect Simple)

(Past Perfect Continuous)

H/. Grammar Activation – Past Tenses

Imagine today is 1st November. Below is Ned's calendar commitment for the previous month, October.

October						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	Go on long fishing weekend to Scotland
4	Return from Scotland	Play tennis with Bob 6-7pm	7	Start Italian course at 8pm	9	10
11	Work trip to Paris - take Eurostar	13	Return from Paris	Italian course 7pm	Jim & Mary visiting for weekend.	Shakespeare at Theatre 7.30pm
18	Birthday meal for Alice	Play tennis with Bob	21	Italian course 7pm	23	24
25	26	Meet John and Liz in the pub 8pm	28	Italian course 7pm	30	Visit Mum & Dad in Norwich

Student Task - Now answer some questions about what Ned did in October using a full sentence with the correct past tense. (Tip – try to recycle what you hear in the question including the tense used).

Eg.

1. What was Ned doing on 4th October? He was fishing in Scotland
2. What had Ned done the day before he played tennis with Bob on 20th October?

3. Where did he go and who did he meet on 27th October?

4. How many Italian lessons has he had so far?

5. For how many weeks/ days has Ned been learning Italian?

6. Where did he go on 12th October?

7. How long did he go to Paris for?

8. Ned and Alice stayed in a hotel on the night of 17th October. What had they been doing earlier in the evening?

I/. Past Tense Questionnaire – writing/speaking

Student Task – write suitable answers to the questions below then work with a partner to discuss the questions/ answers;

1. What did you do last weekend?

2. How long have you been learning English for?

3. What had you been doing before you started learning English today?

4. What were you doing last night at 8.00pm?

5. Have you ever studied any other foreign languages before? If so, which ones?

6. Had you started studying English from a young age?

**5/. Use of English – Past Tense Sentence/Link
Word Transformations**
Individual Activity

Student Task - Look at the sentences in the left-hand column in the table below and, using the key word indicated included in a maximum of 5 words, write in the space so that the second sentence has a similar meaning to the first sentence;

Top Tips – Sentence Transformations

1. Make sure that both sentences have the same meaning.
2. The word given must be included in the answer.
3. Spend more time on this exercise as it is worth more points in the exam.
4. You may need to restructure some of the sentences.

Sentence 1	Key Word	Sentence 2
1. Alice hasn't lived with her parents for 7 years	ago	Eg. 1.Alice last lived with her parents _ <u>7 years ago</u> _____
2. Ned drank a coffee before going to work.	had	2.Before going to work Ned _____
3. Even though it was raining, Mr Brown drove all the way to Aberdeen.	in spite of	3._____, Mr Brown drove all the way to Aberdeen.
4. The people were hungry because of the blockade at Dover.	owing to	4._____ Dover, the people were hungry.
5. I have been learning the piano for 10 years.	since	5._____ 16 years old, I have been learning the piano.
6. I think Cambridge is a beautiful city.	view	6._____, Cambridge is a beautiful city.
7. "When I was in England I didn't visit Norwich".	never	7."_____ when I was in England."
8. Percy used to live in Paris before he got the promotion.	living	8.Percy _____ before he got the promotion.
9. Oscar was working in a restaurant. Then he met Sally.	been	9.Oscar _____ _____ restaurant before he met Sally.
10. I think that Lindt chocolate is the best in the world!	view	10._____, Lindt chocolate is the best in the world!

