Places

1 Use the Past Perfect Simple and the cues in brackets to complete the following sentences.

1 By the time we got into the car, it _________ (stop) raining.
2 As soon as she unpacked her suitcase, she realised she _________ (forget) to pack her pyjamas.
3 We told him we _________ (go/already) to the supermarket.
4 When I _________ (finish) my English homework, I switched the TV on.
5 _________ you _________ (go) to that restaurant before yesterday?
6 As soon as I started sunbathing, I realised I _________ (not/bring) my suncream.
7 By the time, we arrived at the party, some people _________ (already/leave).
8 I told my friends I _________ (shake hands) with a famous person at the film premiere.

2 Think of a place you have travelled to within the last five years. It could be a city, countryside, a beach, a historical site or a mountain/lake area. Use the categories in the box below to plan your description.

<table>
<thead>
<tr>
<th>food</th>
<th>people</th>
<th>your lasting impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>transport</td>
<td>shopping</td>
<td>cultural things to do</td>
</tr>
<tr>
<td>weather</td>
<td>city/countryside</td>
<td></td>
</tr>
</tbody>
</table>

Choose five or more that are appropriate for describing your chosen place. Write a descriptive paragraph using the categories you have chosen giving as much information as possible about your chosen place. Use the Past Perfect Simple if you can.

3 Read your description to your partner. Can they guess where your place is? Have they ever been there? Would they like to go?
**TEACHER’S NOTES:**

**Aim:** to provide further practice of the Past Perfect Simple and the can do: write about a place you have travelled to. This worksheet is designed to be used in conjunction with unit 11.3.

**Time:** 40 minutes maximum

**Materials:** photocopies of the worksheet for each student.

1. Tell students they have to construct complete sentences using the Past Perfect Simple and the cues 1-8. If necessary do the first one with them as an example. Check answers with the class.

<table>
<thead>
<tr>
<th>Answers:</th>
<th>1 had stopped raining</th>
<th>2 had forgotten</th>
<th>3 had already been</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 had finished</td>
<td>5 had/been</td>
<td>6 hadn't brought</td>
</tr>
<tr>
<td></td>
<td>7 had already left</td>
<td></td>
<td>8 had shaken</td>
</tr>
</tbody>
</table>

2. This is a creative writing exercise for the students - they have the framework of a plan by using the themed categories to structure their piece of writing. Encourage them to think of the words they want to use for each category before they start writing. Monitor to check use of Past Perfect Simple. They don't have to overuse it, but at least three uses would be ideal.

3. Ask students to work in pairs and to take turns to read their descriptions to each other. Encourage them to peer correct if necessary and to ask follow up questions. Give them time to discuss the places before getting feedback from the various pairs.