



This warmer gets all students listening, reading and writing at the same time.

Level:

Pre-Intermediate and above.

Language Aims:

To practice listening, reading and writing at the same time. To look at examples of the past perfect.
To listen to the pronunciation of simple past tense and past perfect verb forms, nouns and pronouns.

Preparation:

Make copies of the handout on the next page so there is one for each student.

Procedure:

1. Ask students to get a pen. Give out the Student Handout on the following page.
2. Tell them to listen while you read Text 2 (below) to them. Read the text at a normal speed. (At this stage, students just listen to you but do not write anything.)
3. Ask students to say what they thought the missing words in the gaps in Student Handout were. (Remember, at this stage they have not written anything down.)
4. Read Text 2 again at normal speed and ask students to fill gaps in Student Handout with the words they hear. Repeat if you like.
5. Ask students to compare their answers in pairs and talk about any differences. Avoid getting involved in the discussion about rules at this stage.
6. Read Text 2 again to students and ask them to check their answers. (You may like to tell them how many words are in each gap.)
7. Ask them to look carefully at the endings of their verbs they have written.
8. Go over the answers with students.
9. Ask them to identify the verbs that were in the past perfect and talk about why they are in this form.

Text 2: To be read aloud to students

I began studying English in Brisbane, Australia in 2004. Before I left Osaka, I had asked my bank in Osaka to send some of my money to a bank in Brisbane. In Brisbane I went to the bank and I asked them about my money.

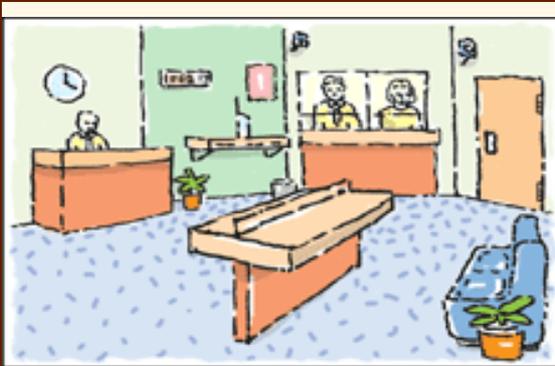
The bank clerk looked for the money on the computer but could not find it. She said that my bank in Osaka had not sent the money. I told her that my bank had sent the money! She checked the computer again. She told me my bank had sent the money to their Sydney branch, not the Brisbane branch. The bank in Osaka had made a mistake.

I waited for three days while the Sydney branch sent the money to Brisbane. Then the Brisbane branch opened a bank account for me. I was happy to have my money!

Suggestion:

You may like to preteach some banking vocabulary: *branch*, *bank* and *account*. The activity could be followed with students role-playing this scene.

Student Handout



I began studying English in Brisbane, Australia in 2004. Before _____ Osaka, I _____ my bank in Osaka to send some of my money to a bank in Brisbane. In Brisbane _____ to the bank and _____ them about my money.

The bank clerk _____ for the money on the computer but could not find it. _____

that my bank in

Osaka had not sent the money. I told her that

_____ the money! She checked the computer again. She _____ me my bank had sent the money to their Sydney branch, not the Brisbane branch. The bank in Osaka _____ a mistake.

_____ for three days while the Sydney branch sent the money to Brisbane. Then the Brisbane branch _____ a bank account for me.

I _____ happy to have my money!

