

Pictures of English Tenses

Level 3

Upper Intermediate

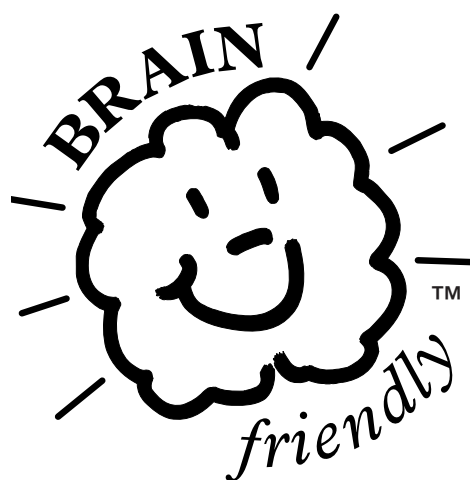
- 1 The "EVEN BIGGER PICTURE"
- 2 Present Perfect / Continuous
- 3 2nd Conditional
- 4 Past Perfect
- 5 3rd Conditional
- 6 Future Perfect
- 7 Present Continuous Passive
- 8 Present Perfect Passive
- 9 Comparing Passives
- 10 'Used to'
- 11 Modals
- 12 Revision



Mark Fletcher / Richard Munns

Introduction

Pictures of English Tenses - Level 3 is designed for **teachers with limited preparation time** who want to **provide lively, motivating language skills lessons to introduce, test or revise the use of tenses.**



Pictures of English Tenses - Level 3

by **Mark Fletcher** and **Richard Munns**

Illustrated by **Mark Fletcher**

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Telephone/Fax: (44) 1303 238880

E-Mail: brainfriendlypubs@dial.pipex.com

Website: www.brainfriendly.co.uk

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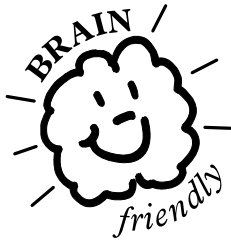
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PICTURES OF ENGLISH TENSES LEVEL 3

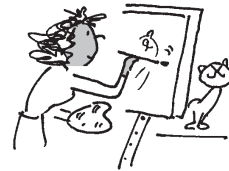


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- 6 Future Perfect (and 'might have')
- 7 Present Continuous Passive
- 8 Present Perfect Passive
- 9 Comparing Passives
- 10 'Used to'
- 11 'Must have' / 'Should have'
- 12 Revision



TEACHING NOTES

Using Pictures of English Tenses Level 3

- Photocopy Side A of the page to provide **oral practice** in the target structure, and Side B to provide **written follow up**.
- The Teaching Notes on the following pages give you **prompt questions** to generate the correct structure for each tense, and also **example conversations and answers**.

- **Pictures of English Tenses Level 3** continues to link tenses with colours.

These were introduced in **Level 1** as:

Present Simple (Dark Blue)

Present Continuous (Light Blue)

Past Simple (Brown)

Future (Yellow)

and extended in **Level 2** as:

Present Perfect (Green)

Past Continuous (Light Brown)

Passives (Orange)

Comparatives (Red)

Throughout, the **Simple** Form of the tense is the **Dark**, and the **Continuous** Form is the **Light** version of the same colour.

In **Level 3** we introduce:

Present Perfect Continuous (**Light Green**) Future Perfect (**Yellow + Green**) 'Used to' (**Black**)

plus an the extended range of Passives, Conditional, and Modals.

- Consistent use of these colours quickly gives students a 'right hemisphere' system for identifying and using tenses.
- Although the colour coding system is particularly helpful in giving low level students a good start, visual learners will continue to find it helpful with the more complex structures in Level 3.

The BRAIN friendly* colour code for tenses

- 1 **Present Simple** – Dark Blue
- 2 **Present Continuous** – Light Blue
- 3 **Past Simple** – Dark Brown
- 4 **Past Continuous** – Light Brown
- 5 **Futures** – Yellow
- 6 **Present Perfect** – Dark Green
- 7 **Present Perfect Continuous** – Light Green
- 8 **Present Continuous Passive** – Light Blue + Orange
- 9 'Used to' – Black
- 10 **Future Perfect** – Yellow + Green

1 *I paint* lots of pictures every year.

2 *I'm painting* my cat at the moment.

3 *I painted* this picture in Japan.

4 *While I was painting* this picture, it started to rain.

5 *Tomorrow I'm going to paint* my dog.

6 *I've painted* hundreds of pictures.

7 *I've been painting* for 3 hours. I need a break.

8 *The wall is being painted* - by art students!

9 *I used to paint* dogs - but now I only paint cats.

10 *By the end of the year I'll have painted* 200 cat pictures



TEACHING NOTES

Unit 1 Overview

Exercise 1 a-13 b-1 c-3 d-4 e-8 f-5 g-7 h-9 i-2 j-6 k-10 l-11 m-12

Exercise 2

Do you specialise in a particular kind of construction work, Mick?

Do you dig them just in Europe?

How long have you been digging tunnels?

Have you ever found any treasure while you were digging?

What's the longest tunnel in the world?

Did you work on the Channel Tunnel? Was that dug by hand?

Where are you going to dig next?

BRAIN-friendly tip:
Use coloured pens to revise (or introduce) the basics of the colour / tense system - and use gentle background music during grammar practice.



Unit 2 Present Perfect / Continuous

2

How long has she been eating ice creams?

She's been eating ice creams for 25 minutes.

How many has she eaten?

She's eaten five.

3

How long has she been writing letters?

She's been writing letters for 10 minutes.

How many has she written?

She's written four.

4

How long have they been travelling?

They've been travelling for 8 years.

How far have they travelled?

They've travelled 3 million kilometres.

5

How long has he been living in Greenham?

He's been living there since 1980.

How many homes/houses has he lived in?

He's lived in four.

6

How long have they been playing?

They've been playing since 2 o'clock. (for 1 1/2 hours)

How many games have they played?

They've played two sets. (18 games)

7

How long have they been picking apples?

They've been picking apples for 45 minutes.

How many apples have they picked?

They've picked 50kg.

8

How long has he been fishing?

He's been fishing for three days.

How many fish has he caught?

He hasn't caught any!

BRAIN-friendly tip:
Draw a Light Green timeline labelled 'How long' interrupted by Dark Green points labelled 'How many'.





TEACHING NOTES

Unit 3 2nd Conditional

Exercise 1 Examples.

How would you travel if you went North?

I'd travel by dog sledge.

And what would you eat?

I'd eat fish.

And where would you stay?

I'd stay in an igloo.

Who would you meet if you went East?

I'd meet an Arab prince.

And where would you stay?

I'd stay in his palace.

How would you travel?

I'd go by private jet - or maybe by camel.

What would the weather be like if you went West?

It would be hot and humid.

How would you travel?

I'd spend as much time as possible on the water.

And what would you eat?

I'd try a great range of delicious Chinese food.

Where would you be if you went South?

I'd be somewhere in America.

Who would you meet?

People from many different backgrounds.

And what would you need?

I'd need plenty of money.

Exercise 2

I'd need a harpoon to go fishing at the North Pole.

I'd need light clothes to stay cool in Arabia and Hong Kong.

Of course I'd need chopsticks to eat my dinner in Hong Kong -

and I'd need ketchup for my hamburger in America.

I'd certainly need an Arabic phrase book to help me to talk to my Arabian prince!

Unit 4 Past Perfect

Exercise 1

1 After our visitors had gone we had a large whisky.

2 After he'd failed the test six times he bought a bicycle.

3 After he'd won the vote he made a speech.

4 After she'd shot him she left quickly.

5 After he'd walked across China he wrote a best seller.

6 After they'd been to Rome they went to Athens.

(NB Not 'After they had gone', except in examples like picture 1 where 'go' means 'leave'.)

Exercise 2

Examples: What did they do after the visitors had gone?

What did she do after she'd shot him?

Where did they go after they'd been to Rome?

Exercise 3

Examples: After he'd won the vote he wrote a best seller.

After she'd failed for the sixth time she had a large whisky.

After he'd walked across China he bought a bike and rode across Africa.

Exercise 4

Examples:

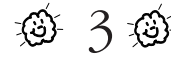
After having been to Rome they went to Athens. After having failed six times he bought a bike. After having won the vote he made a speech.

BRAIN-friendly tip:
Brainstorm great ideas for "If I was head teacher / President for a day ...". NB You may want to teach "If I were ..."



BRAIN-friendly tip:
Ask someone to walk through the room doing a number of things. See if class remember (and agree) the sequence. 'After she'd ...'





TEACHING NOTES

Unit 5 3rd Conditional

Exercise 1

If she had believed the weather forecast, she wouldn't have got so wet.
 If they hadn't been so in love, they would have seen the sign.
 If she hadn't been ill she would have gone to see 'Cats'.
 If they hadn't found the island, the sharks would have eaten them.

BRAIN-friendly tip:
 Everyone thinks of an event that went wrong - and imagine how it could have been better. 'If we'd ...'



Exercise 2

They would have stopped the car. She'd have gone to see 'Cats'. What would have happened if they hadn't found the island. The sharks would have eaten them. Would he have had a Chinese take away if he hadn't burned his dinner? No. He would have had fish. No, because she'd have taken her umbrella.

Exercise 3

If she had eaten lots of cake she wouldn't have become a champion athlete.
 If they hadn't stopped to buy sweets they would've caught the bus.

Unit 6 Will have / Might have

Exercise 1

Examples. I think that she'll have left school. I don't think she'll have got married. She might have moved to a new town.

Exercise 2

Examples

I'm positive that income tax will have gone up. I think an African team might have won the World Cup. I'm certain that noone will have run 1500 m in 3 minutes.

Exercise 3

Do you think you'll have left school and got a job by 2010?
 Do you think you'll have fallen in love and got married?
 What do you think will have happened to the world climate by 2010?

BRAIN-friendly tip:
 Students list ten things they must do in the near future. How many will they have done by this time tomorrow, next week, next year?



Unit 7 Present Continuous Passive

Fred Fastbuck telephones the house agent. 'Tell me about the roof?' 'It's being retiled.' 'And what about the grass?' 'It's being cut'.

Everything **is being done** ie the chimney is being swept.

roof / retiled chimney / swept grass / cut garage / built fence / put up rubbish / taken away
 gate / painted aerial / straightened furniture / delivered a path / laid swimming pool / dug
 interior / redecorated flowers / planted trees / pruned windows / fitted solar panels / installed
 drain pipes / repaired cracks / filled

BRAIN-friendly tip:
 Find action filled pictures. Students in groups brainstorm Present Continuous sentences (Active and Passive).



Unit 8 Present Perfect Passive

Follows on from Unit 7

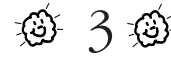
Fred Fastbuck phones the agent. "Tell me about the garage?" "It's been rebuilt". "And the path?" "It's been relaid." etc.

And Fred's friend has moved in!

The same as Unit 7 except that now everything **has been done**, i.e. the swimming pool has been dug (and filled with water).

BRAIN-friendly tip:
 Introduce a physical way (exaggerated grimace v. hand movement) to distinguish pronunciation difference between 'it's being painted' and 'it's been painted'.





TEACHING NOTES

Unit 9 Comparing Passives

- 1 When was the clock made? Where is it being taken? What will be done to it?
- 2 It was finished in July. Because it hasn't been finished yet. It'll be built on the hill.
- 3 The settlers are being attacked. He's been hit. They may be rescued by the cavalry - or they may be scalped!
- 4 No because the table is still being laid and the flowers are being arranged. The fire has been lit and the table has been polished. It'll be served at 8 pm.
- 5 Where was the ship built? What's being done to it now? When will it be launched?

- 6 When were diamonds first discovered on Orange mountain? How many diamonds are produced each year? What will happen to these diamonds?
- 7 He's been knocked off his bike. He's being questioned by the police. The cyclist will be taken to hospital in the ambulance and the motorist will be driven to the Police Station.
- 8 They're being taken to market. They'll be sold. Because they've just been beaten. It was written by Shakespeare in 1600. It was invented by Edison in 1879. It was first climbed in 1953.

Unit 10 Used to

Jack and Jill are quite old now but tell me about them when they were young. (Jack used to live in London's East End. Jill used to be an air hostess). Use context questions. Is she an air hostess now?

Granny came from a wealthy family. On Sunday afternoons they used to walk in the park. Clothes were different then, weren't they? Ladies used to wear long wide skirts and men used to wear top hats. Grandpa used to live in the East End of London. He's a gentle old man now but when he was a boy he used to be aggressive. Granny used to be an airhostess. In those days she used to fly to Australia. She used to be very beautiful and she used to have a lot of admirers. When he was a teenager Grandpa Jack had a motorbike and he used to ride it very fast. He used to get into trouble with the police. Then he joined the navy. He enjoyed the life but he used to drink a lot. After he left the navy Jack used to work in the market. He used to sell vegetables. It wasn't an easy life. He used to work long hours. Then one day Jill came to the market. Jack and Jill fell in love at once.

- We used to go dancing every Saturday.
- We used to win a lot of competitions.
- Yes we used to sell vegetables and flowers.
- We used to go camping every year.
- Because we used to climb and go swimming in the rivers.

Unit 11 Must have / should have

- 2 He must've fallen through the ice. He should've been more sensible. He shouldn't have walked on the ice.
- 3 He must've missed his bus. He should have got there earlier.
- 4 He must've missed a penalty. The goalkeeper must have saved it. Renaldo should have struck it better.
- 5 She must have failed her exams. She should have worked harder.
- 6 He must have run out of petrol. He should have filled up earlier.
- 7 There must have been an accident. The drivers should have slowed down/been more careful.
- 8 The cat must have eaten it. She should have put it safely out of reach.

Unit 12 Revision

Exercise 1
a-5, b-10, c-8, d-4, e-1, f-6, g-13, h-12, i-11, j-2, k-15, l-3, m-9, n-7, o-14

Exercise 2
I drive a typical black London cab. I've been driving since 1985. If I drove a bus I'd be very bored. While I was driving down the motorway a wheel came off.
Yes. I've driven the Queen. Yes. I drove to Paris yesterday. Well, by the time I finish tonight I'll have driven about 300 miles. I've been driving for 6 hours and I need a cup of tea. I'm driving round Trafalgar Square.

BRAIN-friendly tip:
Use the coloured pens for marker sentences. 'Is being made' ... Light Blue + Orange, 'has been made' ... Green + Orange etc.



BRAIN-friendly tip:
Each person invents an exaggerated character (totally reformed or gone to the bad) and describes how life 'used to be' for them.



BRAIN-friendly tip:
Students draw their own variants of the Side A pictures and see if a neighbour can write the captions.



BRAIN-friendly tip:
Cut out the individual Side A pictures. Distribute one per student. Students exchange them (plus correct sentence) until they have seen all 15.



PICTURES OF ENGLISH TENSES LEVEL 3

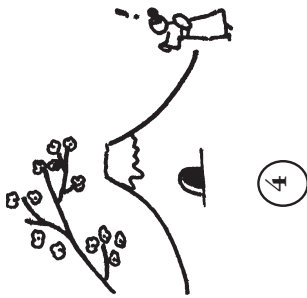
Hello I'm Mick.
I'm a construction
worker



2



3



4

5



6



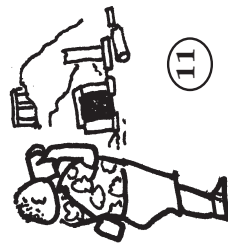
7



8



9



11



10

13



12

Mark Fletcher



1B PICTURES OF ENGLISH TENSES LEVEL 3

The 'BIGGEST PICTURE'

Exercise 1

Connect the sentences with the correct picture.

- a I've dug dozens of tunnels in my life.
- b I dig tunnels for a living.
- c I found a fossil while I was digging on Monday.
- d I dug a very elegant tunnel last year.
- e These days most tunnels are dug by giant boring machines.
- f After we'd dug the first 1000m we had a party.
- g Next year I'm going to dig to somewhere warmer.
- h If I'd dug faster I'd have earned more.
- i I'm digging through granite at the moment.
- j I've been digging tunnels since I was a lad.
- k You shouldn't have dug it here.
- l Amazing! It was dug 2000 years ago.
- m If I dig faster we will finish sooner.

Picture	
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Exercise 2

You are interviewing Mick, an experienced construction worker.

You

Mick I dig tunnels. - through mountains, under cities, anywhere you want!

You

Mick No. I've dug them all over the world.

You

Mick Ever since I was a little boy.

You

Mick Yes. A very large fossil - but no gold or silver.

You

Mick The longest? It's in Japan. I dug that - with the help of a few friends.

You

Mick No. Unfortunately I didn't work on the Channel Tunnel.
If I'd dug that one I'd have earned a lot of bonuses!

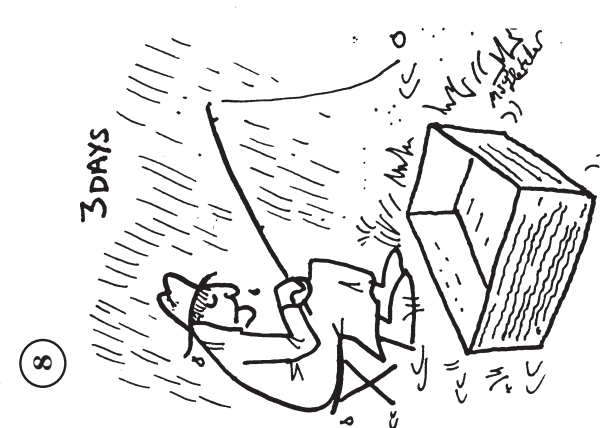
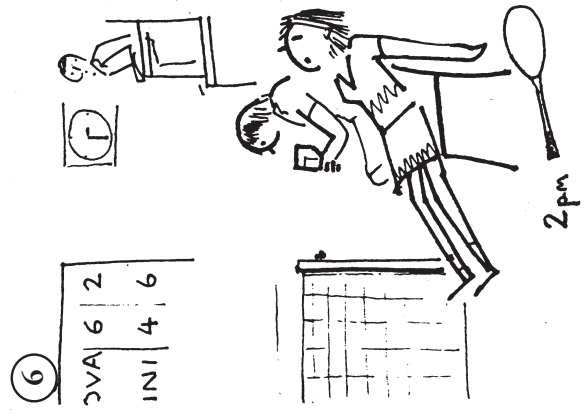
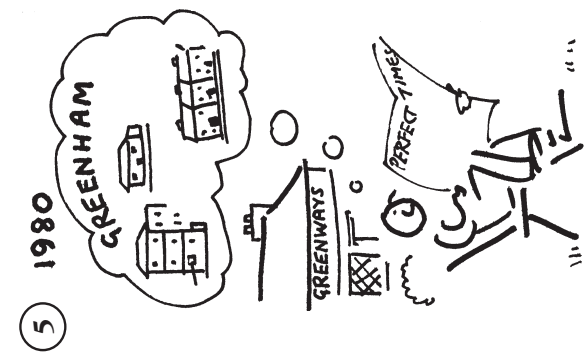
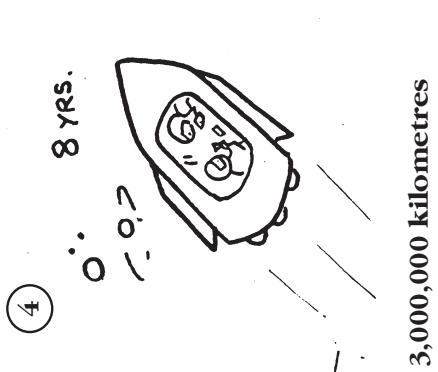
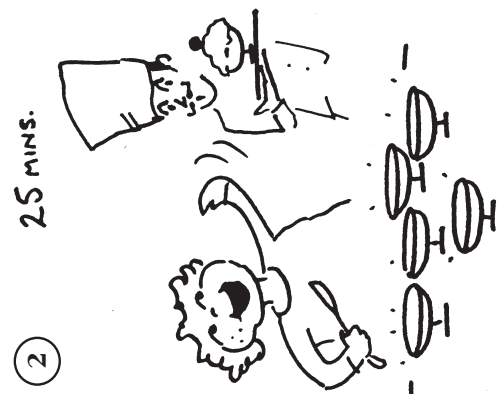
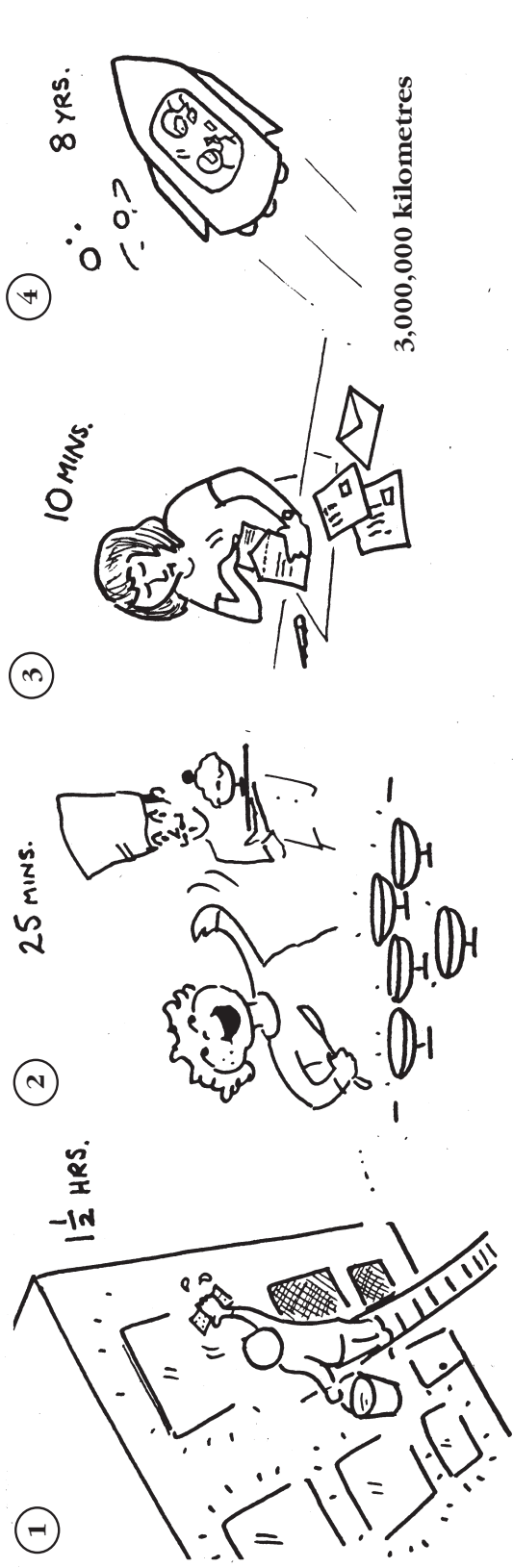
You

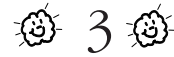
Mick Of course it wasn't dug by hand.
These days most tunnels are dug with giant Boring Machines.

You

Mick Australia. We're going to dig a big hole through Ayres Rock !

PICTURES OF ENGLISH TENSES LEVEL 3 2A





2B

PICTURES OF ENGLISH TENSES LEVEL 3

Present Perfect / Continuous

Picture 1

How long has he been cleaning the windows?

He's been cleaning them for 1 ½ hours.

How many windows has he cleaned?

He's cleaned four so far.



Complete 4-line conversations for the other pictures.

Picture 2 – eat



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.....

3 – write

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4 – travel



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5 – live

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6 – play



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7 – pick

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8 – fish

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& – catch

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's = has 've = have

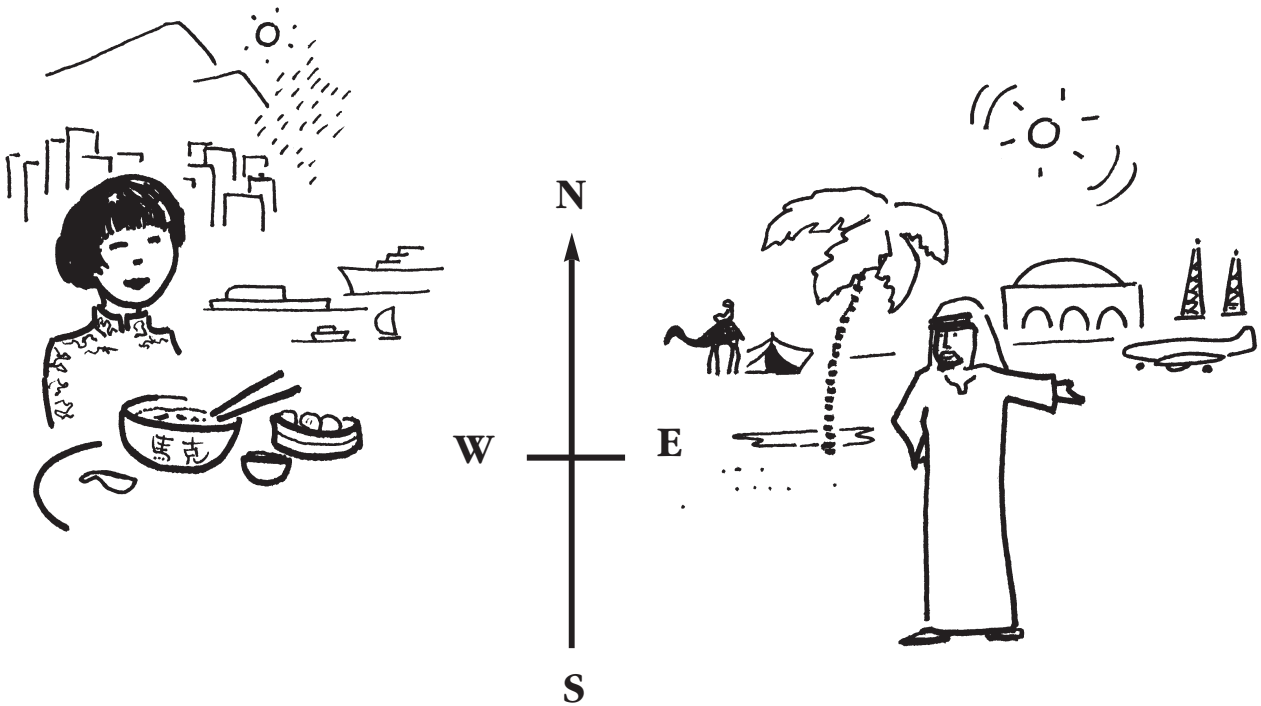


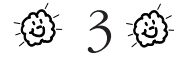
Our colour for the Present Perfect is **Dark Green** - and **Light Green** for the Continuous form.

Present Perfect / Continuous – 2B



PICTURES OF ENGLISH TENSES LEVEL 3 3A





3B

PICTURES OF ENGLISH TENSES LEVEL 3

2nd Conditional

Imagine your hot air balloon has landed in the middle of the picture map – Side A.

‘Where **would you be** if you **went** North?’

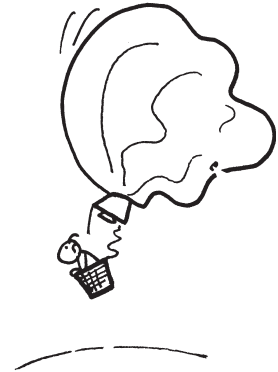
‘**If I went** North **I’d be** in Alaska.’ (I’d = I would)

There are a lot of possible questions ...

- Where would you live?
- Who would you meet?
- What would you eat / drink?
- How would you travel?
- What would the weather be like?
- What would you wear?
- What would you need to have?

if you went

- North ?**
- South ?**
- East ?**
- West ?**



Exercise 1

Write 3 ‘question and answer conversations’ for each of the (North, South, East, or West) compass points.

Some vocabulary:

- dog sledge igloo fur coat harpoon hut humid ferry chopsticks
- oil wells dates oasis Beduin skyscraper crowded

North Q1

A1

Q2

A2

Q3

A3

South Q1

A1

Q2

A2

Q3

A3

East Q1

A1

Q2

A2

Q3

A3

West Q1

A1

Q2

A2

Q3

A3

2nd Conditional sentences are in two parts:
If + Brown and **‘would’**



Exercise 2

Where would you need **these** things - and why?

- lots of clothes *I’d need them to keep warm if I went North.*
- a harpoon
- light clothes
- chopsticks
- ketchup
- an arabic phrase book

2nd Conditional – 3B

PICTURES OF ENGLISH TENSES LEVEL 3 4A

1a



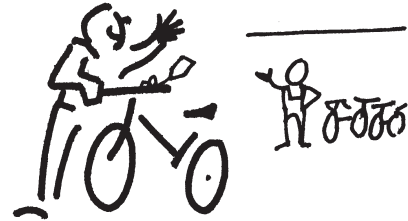
1b



2a



2b



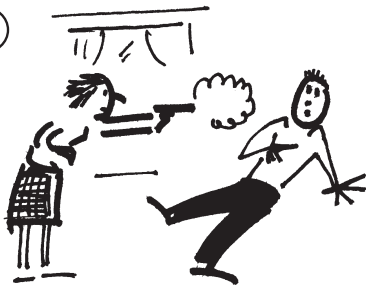
3a



3b



4a



4b



5a



5b



6a



6b





4B PICTURES OF ENGLISH TENSES LEVEL 3

Past Perfect

Exercise 1

Example (Picture 1) The guests made a mess of the room. The hosts needed a strong drink.
After the guests had made a mess of the room, the hosts needed a strong drink.

2 He failed the driving test for the sixth time. He bought a bike.

After

3 He won the election. He made a speech.

After

4 She shot him. She left quickly.

After

5 He walked across China. He wrote a book.

After

6 They went to Rome. They went to Athens.

After



Exercise 2

Making questions.

Ask a neighbour 'What did he (she / they) do after he (she / they)?' questions.

Exercise 3

Combine the pictures in the new ways to make interesting sentences.

Example (3b + 4a) - After he'd made the speech she shot him!



Exercise 4

After having (done) something is sometimes used in the same way as After they had (done) something.

Example (Picture 5) After having walked across China he wrote a book about it.

Use the pictures to make 3 more examples.

.....
.....
.....

Past Perfect sentences often combine **Black** and **Brown**.
After she had shot him (**Black**) she left quickly (**Brown**).
Underline your examples from Exercise 1 in the correct colours.

Past Perfect – 4B

PICTURES OF ENGLISH TENSES LEVEL 3 5A

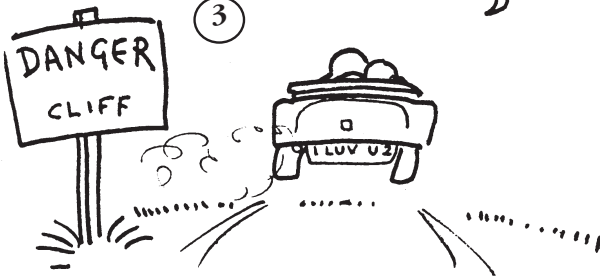
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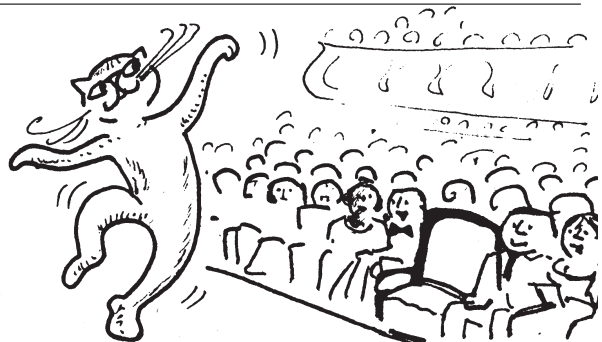
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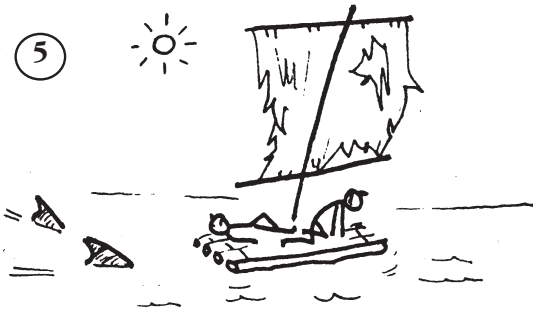
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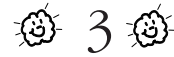


4



5





5B PICTURES OF ENGLISH TENSES LEVEL 3

Exercise 1

Use the pictures (Side 5A) to complete the sentences.

Picture

- 1 If he hadn't talked so long on the phone he wouldn't have burned the meal.
- 2 If she had
- 3 If they
- 4 If
- 5 If

Exercise 2

Complete the questions and answers.

- Q What would have happened if they'd seen the warning sign?
- A They the car before it went over the cliff.
- Q Where would she have gone on Wednesday if she'd been well?
- A to see "Cats".
- Q What would have happened if they the island?
- A The sharks
- Q Would he a Chinese take-away meal if he burned his dinner?
- A No. He fish.
- Q Would she have got so wet if she'd believed the weather forecast?
- A No, because

Exercise 3



If she



If they

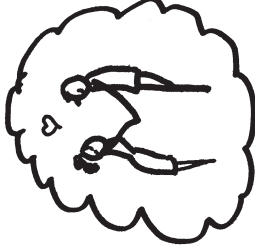
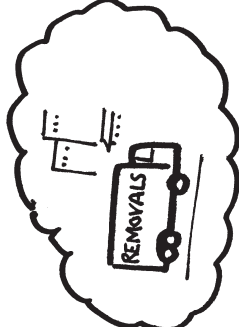
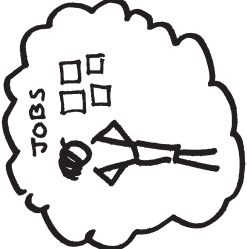
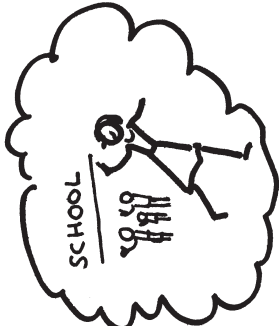
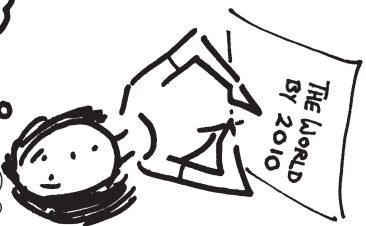
3rd Conditional sentences combine **If + Black** (Past Perfect) with **'would have'**.
If they had seen (Black) the sign they **would have** stopped the car.



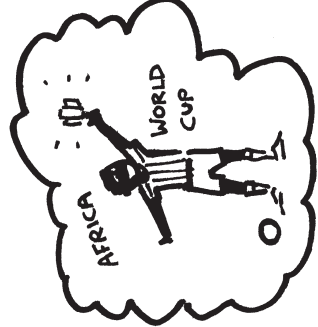
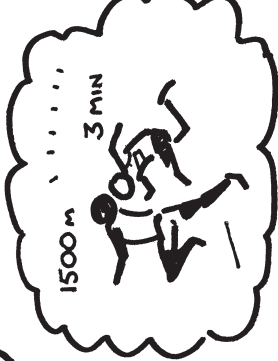
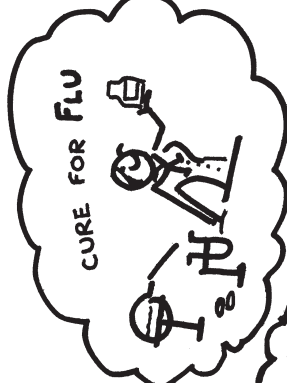
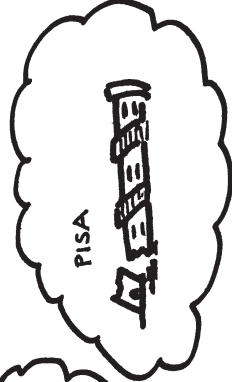
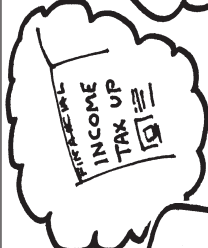
PICTURES OF ENGLISH TENSES LEVEL 3 6A

Jasmin is thinking about the future.

2010?



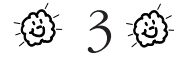
Section A



Section B

Mark Fletcher

Will have / Might have - 6A



6B PICTURES OF ENGLISH TENSES LEVEL 3

Will have / might have

Exercise 1

Which of the things in the pictures in Section A do you think Jasmin -

will have done?	- won't have done?	-might have done by 2010?
I think she'll have
I don't think she'll have
She might have

Exercise 2

Give your opinion of the some of the possibilities in Section B.

Strongly agree

I'm quite sure / certain / positive that will have by 2010.

.....
.....



Strongly disagree

I'm quite sure / certain / positive that won't have by 2010.

.....
.....

Not sure

I think might have by 2010

It's possible that will have by 2010

.....
.....

Suggest 2 ideas of your own (and illustrate them)

.....
.....



Exercise 3

Ask Jasmin her opinion about life in 2010.

You

Jasmin I'm sure I'll have left school - but I'm not so confident

I'll have passed my exams and got a job.

You

Jasmin I expect I'll have fallen in love lots of times,
but I don't think I'll have got married by then.

You

Jasmin To the world climate? I think that temperatures might have increased
a lot by 2010 – and there will have been major droughts and floods.

Will have / Might have – 6B



Mark Fletcher

Present Continuous Passive – 7A



7B

PICTURES OF ENGLISH TENSES LEVEL 3

Present Continuous Passive

Exercise 1

Fred Fastbuck, the well-known millionaire, has bought this house as a birthday present for a friend. The builders are working to get it ready for the birthday next week.

He's on his mobile to the Estate Agent.



Fred: How is the work coming on? Is the house ready yet?
Agent: Things are going well. The roof is being retiled today and new windows are being fitted.

What else can the Agent tell Fred? Help her get the facts correct!

Table with 3 columns: Object, Verb form, and Action. Objects include roof, chimney, grass, garage, fence, rubbish, gate, aerial, furniture, path, swimming pool, interior, flowers, trees, windows, solar panels, drainpipes, cracks. Actions include taken away, cut, painted, laid, pruned, redecorated, planted, delivered, straightened, swept, repaired, fitted, installed, built, retiled, filled, dug, put up.



All passives are Orange - but as this is the Present Continuous Passive it needs a Light Blue bit too!
The gate is being (Light Blue) painted (Orange).



Exercise 2

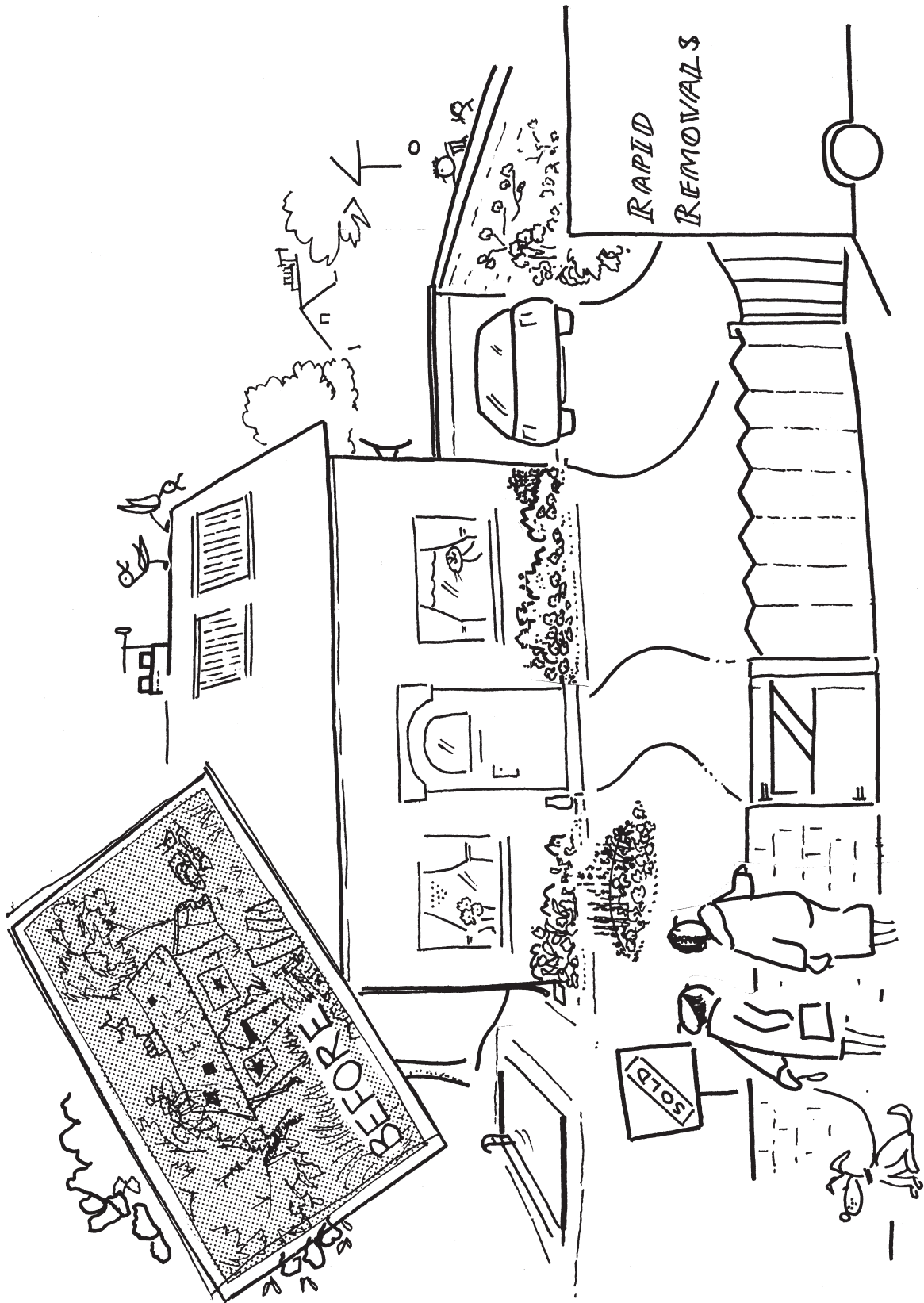
Write out the 19 jobs which are being done at the moment and check them with a neighbour.

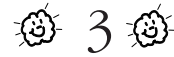
The roof is being retiled.

New windows are being fitted.

Series of horizontal dotted lines for writing out 19 jobs.

Present Continuous Passive - 7B





8B

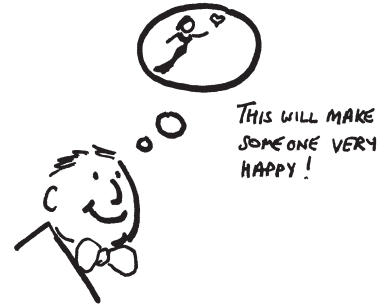
PICTURES OF ENGLISH TENSES LEVEL 3

Present Perfect Passive

As you can see, the builders have done a great job on the house. All the repairs have been finished - and on time.

List the things which have been done.

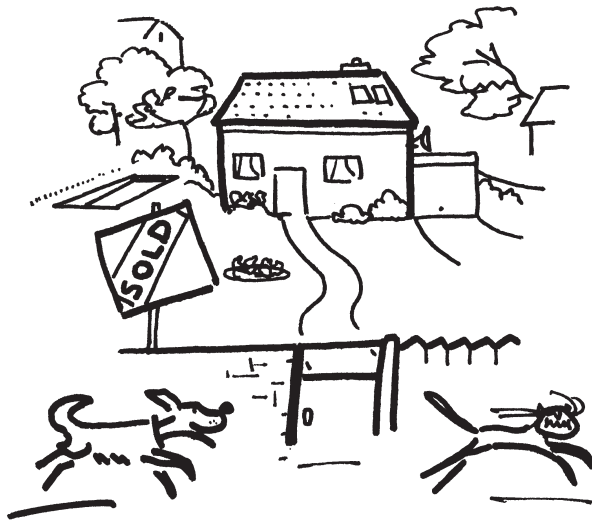
- The roof has been retiled.
- The chimney
- The aerial
- The solar panels
- The garage
- The new windows.....
- The drainpipes
- The cracks
- Th path
- The fence
- The gate
- The grass
- The trees
- The rubbish
- The flowers
- The swimming pool.....
- The interior



Verbs to use:

to retile	to decorate	to install	to build	to sweep	to put up
to take away	to cut	to fill	to repair	to prune	to fit
to paint	to lay	to straighten	to plant	to dig (and to fill)	

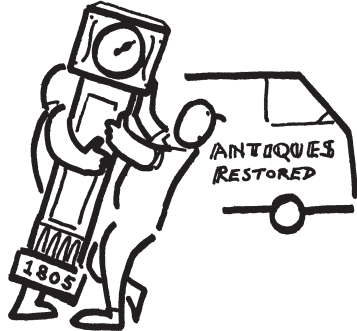
Present Perfect Passive – 8B



*All Passives are **Orange**.
As this is Present Perfect Passive
it will need a **Dark Green** bit
as well.
The interior **has been (Green)
decorated (Orange)**.*

PICTURES OF ENGLISH TENSES LEVEL 3 9A

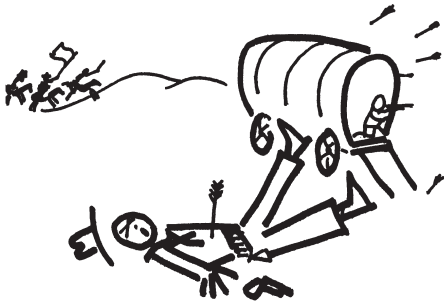
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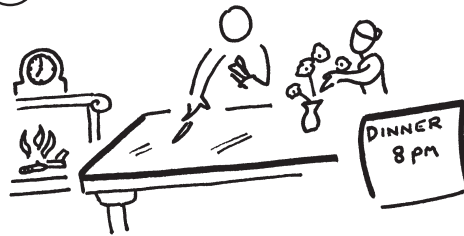
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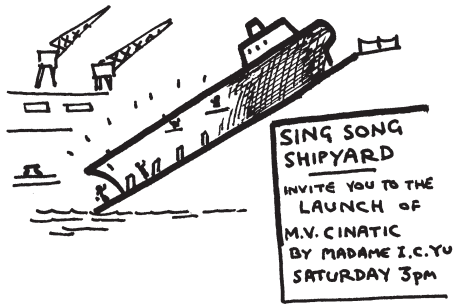
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4



5



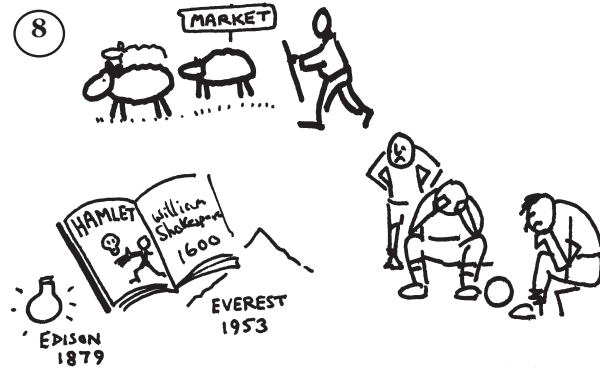
6



7



8





9B PICTURES OF ENGLISH TENSES LEVEL 3

Comparing Passives

Picture 1

Here are some answers. What are the questions?

- Q1
- A1 It was made in 1805.
- Q2
- A2 It's being taken to the antique restorer.
- Q3
- A3 It'll be mended.

Picture 2

Look at the plan

- Q1 When was Block A finished?
- A1
- Q2 Why isn't anyone living in Block B?
- A2
- Q3 Where will Block C be built?
- A3

Picture 3

- Q1 What's happening?
- A1
- Q2 What happened to the cowboy?
- A2
- Q3 What's going to happen to the settlers?
- A3

Picture 4

- Q1 Is everything ready for dinner?
- A1
- Q2 What preparations have already been made?
- A2
- Q3 When will dinner be served?
- A3

Picture 5

- Q1
- A1 In the Sing Song shipyard.
- Q2
- A2 It's being painted.
- Q3
- A3 It'll be launched by Madame I C Yu next Saturday.

Picture 6

- Q1
- A1 In 1830.
- Q2
- A2 About \$3.5m of diamonds are produced each year.
- Q3
- A3 This diamond is going to be cut in Amsterdam. It'll become part of an expensive necklace.

Picture 7

- Q1 What's happened to the cyclist?
- A1
- Q2 What's happening to the motorist?
- A2
- Q3 They will be taken to different places. Where? How?
- A3

Picture 8

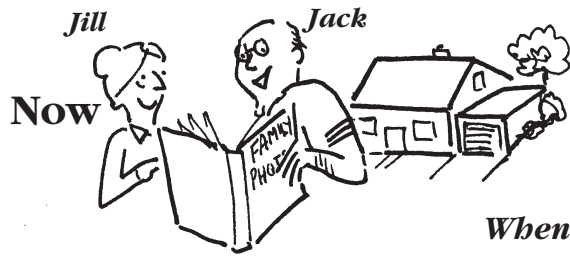
- Q1 What's happening to the sheep?
- A1
- Q2 What will happen to them?
- A2
- Q3 Why are the players looking so miserable?
- A3
- Q4 What do you know about Hamlet?
- A4
- Q5 Who invented the electric light?
- A5
- Q6 When was Mt. Everest first climbed?
- A6

Comparing Passives – 9B

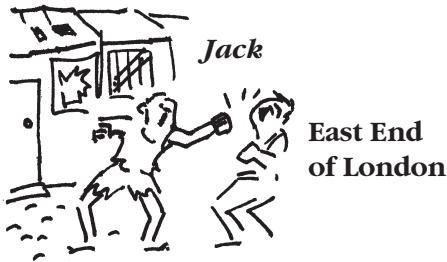
All Passives have got an **Orange** bit!
 They're **being taken** to market
 (Light Blue + Orange)
 They've **been beaten**.
 (Dark Green + Orange)
 It'll **be mended**.
 (Yellow + Orange)



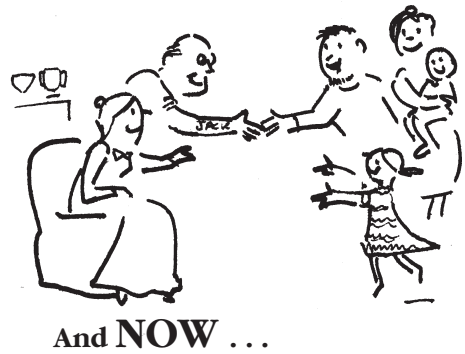
PICTURES OF ENGLISH TENSES LEVEL 3 10A



When they were very young...



Six days a week





10B

PICTURES OF ENGLISH TENSES LEVEL 3

Used to . .

Exercise 1

Granny Jill and Grandpa Jack live quietly in a comfortable small house in a pleasant suburb. Sometimes they look through their photo albums and think about how life **used to be**.

Granny came from a wealthy family. On Sunday afternoons they used to walk in the park. Clothes were different then, weren't they? Ladies used to wear and men used to

Grandpa..... in the East End of London. He's a gentle old man now, but when he was a boy he

Granny airhostess. In those days she Australia. She..... very beautiful, and shea lot of admirers.

When he was a teenager Grandpa Jack had a motorbike and he very fast. Heinto trouble with the police. Then he joined the navy. He enjoyed life but he a lot.

After he left the navy, Jack at the market. He vegetables and flowers. It wasn't an easy life because..... Then one day Jill came to the market. Jack and Jill fell in love at once.

Let's ask them about their life together. (They'll use 'used to' in their answers.)

Q How did you spend your free time in those early days?

Jack

Q Were you good dancers?

Jill

Q Did you work together in the market?

Jack

Q What did you do about family holidays?

Jill

Q Why did the children enjoy camping?

Jack

Q And what do you enjoy now?


Jill We love it when the children - and the grandchildren come to visit.

Exercise 2

*Write three things you **used to do** as a child that you don't do now.*

.....
.....
.....

*'Used to' tells us things which happened regularly in the past but don't happen now. Because it is a form of past choose 6 'used to' examples and underline them in **Dark Brown**.*



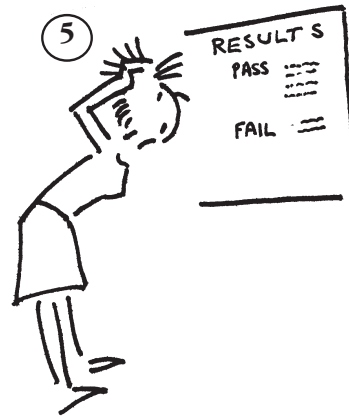
'Used to' – 10B

PICTURES OF ENGLISH TENSES LEVEL 3 11A

1



5



2



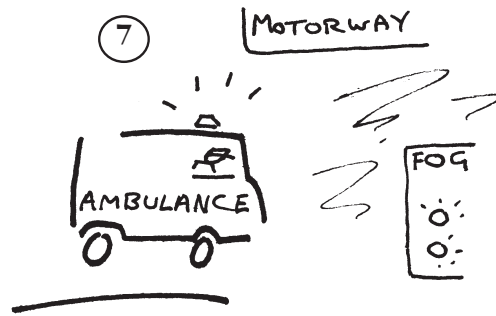
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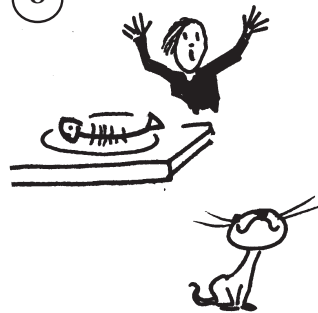
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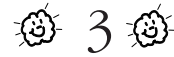
4



8



Must have / Should have - 11A



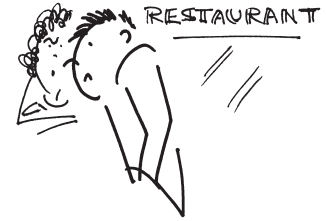
11B PICTURES OF ENGLISH TENSES LEVEL 3

Must have / Should have (shouldn't have)

Mike is having a very bad day . . .

Picture 1

Example: Why is his girlfriend so angry?
He **must have** forgotten to reserve a table.
He **should have** booked one.



Picture 2

Why is Mike shivering?

Picture 3

Why is he looking so annoyed?

Picture 4



Why is Renaldo on his knees?

Picture 5

And Maggie looks really upset?

Picture 6

And why is Dan carrying the can?

Picture 7

The ambulance is in a hurry. Why?

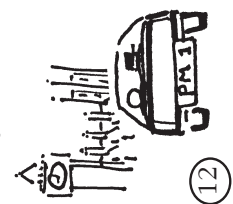
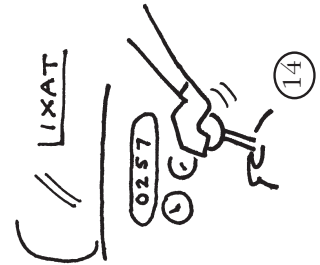
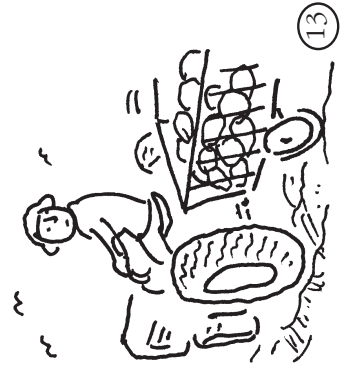
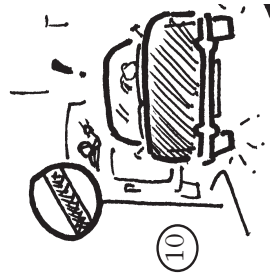
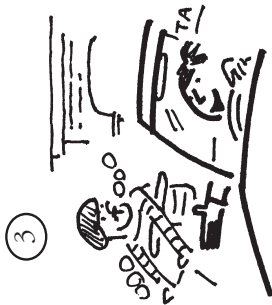
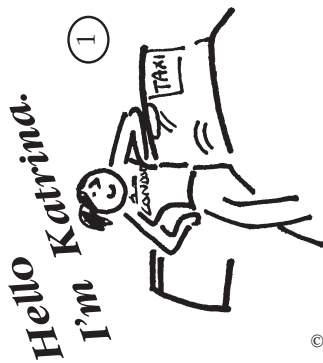
Picture 8

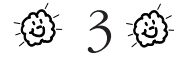
A mystery. The salmon (or most of it) has disappeared. Why?



Must have / Should have – 11B

PICTURES OF ENGLISH TENSES LEVEL 3 12A





12B

PICTURES OF ENGLISH TENSES LEVEL 3

Exercise 1

Katrina is a taxi driver in London.

Connect these sentences with the correct picture.

- a I've been driving since 1985.
- b Oh dear. I shouldn't have driven down here.
- c I've been driving for six hours and I want a cup of tea.
- d While I was driving down the motorway, a wheel came off.
- e I drive a typical, black, London taxi.
- f I've driven some famous people in my time.
- g When I worked on a farm I used to drive a tractor.
- h That's the Prime Minister. He's being driven to Parliament.
- i If I drove a bus I'd be very bored.
- j I'm driving through Trafalgar Square.
- k If he hadn't driven so fast he wouldn't have been arrested.
- l I drove to Paris yesterday.
- m If he drives that way he'll be in trouble.
- n I'm going to drive to Heathrow Airport.
- o By the time I finish tonight I'll have driven about 300 miles.

Picture
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Exercise 2

You're talking to Katrina Kabb the taxi driver - on her car intercom.

- You Katrina, I'd like to ask you a few questions about being a taxi driver.
Firstly, what sort of taxi do you drive?
- Katrina
- You When did you start driving?
- Katrina
- You Wouldn't it have been less stressful to become a bus driver?
- Katrina
- You Have you ever had an accident?
- Katrina
- You Have you had any celebrities in your cab?
- Katrina
- You Do you ever take passengers on long journeys?
- Katrina
- You Roughly how far do you drive a day?
- Katrina
- You Your voice sounds dreadful. Are you feeling tired?
- Katrina
- You Well, I won't disturb you any more.
Oh, by the way where are you at the moment, Katrina?
- Katrina



Whenever I get the chance, it's nice to relax and be driven!



Pictures of English Tenses

Level 3

Upper Intermediate

Grammar for all ages at Intermediate to Advanced level

12 units with **clear illustrations** for **oral practice**

Written follow up exercises for consolidation

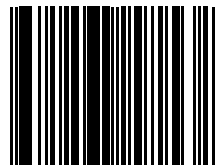
Brilliantly **simple colour coding system** to differentiate tenses

Gives lots of class / pair / individual practice

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