

CHAPTER

2

Verbs: Past

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2.1

SIMPLE PAST

1. DETECTIVE 1

Materials: Worksheet 10

Dynamic: Pairs

Time: 30 minutes

- Procedure:**
1. Divide students into pairs. Have them read the situation together and fill in the blanks with a past form of *to be*.
 2. Assign the roles of police officer and witness (or have the students choose). As a class, brainstorm some questions using a past form of *to be* that the police officer might ask the witness.

Examples: Was the thief tall?
Were you across the street from the office?
Where did the thief go when he left the office?

3. Have the two students practice asking and answering questions. (For a low class, you may want to copy the list of questions in the worksheet.)
4. Encourage the “police officer” to ask both *yes/no* and *wh-* questions.



RED

2. DETECTIVE 2

Materials: Worksheet 10 (optional)

Dynamic: Whole class

Time: 30 minutes

- Procedure:**
1. Choose five students to be “suspects.” The five draw slips of paper from a bag. Four are blank. The student who chooses the one with an X is the “thief.” The five do not tell the rest of the class who the “thief” is.
 2. Divide the rest of the class into groups of four or five. Using the situation in Worksheet 10 (or your own), have the class brainstorm or adapt the questions in Worksheet 10 to ask the “suspects.”
 3. While the rest of the class is brainstorming, take the five “suspects” outside. The four without the X should think of answers or an alibi for the questions they will be asked. Work with the “thief” to help him/her to look or sound evasive and give contradictory answers. This student should not make it obvious that he/she is the guilty one, but will have to give some clues to the class.



BLACK BLUE

4. Reassemble the class with the five “suspects” sitting in front of the room. The groups take turns questioning the “suspects.” After a time limit or when they have run out of questions, the groups decide who the “thief” is.

NOTE: *This can be used as a follow-up to **Detective 1** in a high-beginning class, or it can be used as an independent activity.*

3. DETECTIVE 3

Materials: Worksheet 11

Dynamic: Groups

Time: 25 minutes



BLACK BLUE

- Procedure:**
1. Divide the class into groups of four. Each group will contain a “detective” and three “witnesses.”
 2. Give each “witness” a section of Worksheet 11 that contains the situation and a witness statement, all three of which are different. Give the “detective” the situation and the list of suspects.
 3. The detective questions the witnesses (using the past tense) to determine who is the “thief.” In order to choose from the suspect list, the detective will have to decide who is the best (most believable or accurate) witness and rely most heavily on that witness’ information.

NOTE: *There is no right answer. The most logical suspect based on the given information is John Peters, but if the students can come up with good reasons for another suspect, their answer should be accepted. This activity is meant to be open-ended. The students decide which testimony has the most validity.*

4. MEMORY ROUND

Materials: A 3” x 5” card per student, with a verb in past tense written on each

Dynamic: Whole class

Time: 20 minutes



RED

- Procedure:**
1. Give each student a card with the simple form of a different verb, written large. (You may mix irregular and regular pasts, or just focus on irregular past forms.) Let each student decide what the correct past form of his/her verb is.

2. Have students sit or stand in a circle. Instruct them to think of a sentence that uses the verb on their card. They will have to remember the sentences, so they should not be overly long.
3. Students hold their cards facing the circle at all times. The first student says his/her sentence. The next student in the circle says his/her sentence and repeats student one's sentence. Continue around the circle. The last student repeats all the previous sentences.

Example:

- Student 1:** I needed to buy groceries yesterday.
Student 2: I ate breakfast at 7:00, and he needed to buy groceries yesterday.
Student 3: I drove to the mountains last weekend, she ate breakfast at 7:00, and he needed to buy groceries yesterday.

NOTE: *You can begin with a student who seems weak (he/she will not have to remember so many sentences) or with the person next to the person who has the best memory. No writing is allowed; students must focus on what their classmates are saying.*

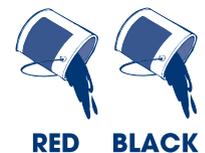
5. CHAIN STORIES

Materials: A 3" x 5" card per student, with a verb written on each

Dynamic: Large groups

Time: 20 minutes

- Procedure:**
1. Give each student a card with the simple form of a verb written large. The verbs may have regular or irregular past forms, or you may use a mixture. The students supply the past form.
 2. Put students into groups of five or six. Give each group a sentence to begin their story. Going around in their circle, the students each add a sentence to their story, using their verb. The stories may be serious or funny, but they should make some sort of sense.



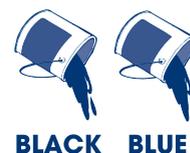
Example:

- Starting sentence:** Yesterday, I decided to go to the park.
Student 1: I saw an old man sitting on a bench.
Student 2: The old man was reading a newspaper.
Student 3: The newspaper fell off the bench when the old man got up.

3. After the groups have finished, they may repeat their stories for the class, write their stories, or just end the activity in the groups.

6. SHORT ANSWERS

- Materials:** None
- Dynamic:** Pairs/Small groups
- Time:** 20 minutes



- Procedure:**
1. Divide the class into pairs or groups of three or four. Have each group write five short answers on a piece of paper.
 2. The groups exchange papers with another pair or group and then create questions for their answers.
 3. Return the papers to their originators and have the group or pair that created the answers now check that the questions written by the other group or pair are good matches for their answers.

7. LET ME TELL YOU ABOUT THE TIME . . .

- Materials:** Board
- Dynamic:** Whole class
- Time:** 30 minutes



- Procedure:**
1. Write a list of descriptive adjectives on the board.
Examples: *shocking, embarrassing, funny, crazy, wonderful, ridiculous, terrible*
 2. Each student chooses an adjective and writes two to four brief sentences to describe an experience he/she had that illustrates the adjectives chosen. (You might give a real or fictitious example of your own.) Tell the class that you will read their stories aloud, so they should not get too personal unless they are prepared for everyone to know. Students should not sign their papers.

Examples:

I had a terrible evening. I ran out of gas and walked in the dark to a gas station, but it was closed. I had to wait for someone to pass by and help me.

The most embarrassing thing I did was to talk about the teacher when she was standing behind me!

A crazy thing I did was to go swimming, naked, in my neighbor's pool.

3. Collect the papers and read them aloud. The students (other than the author) should guess who wrote which experiences.

8. TELL THE STORY

Materials: Short video

Dynamic: Small groups

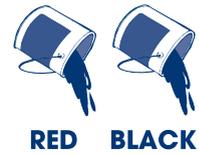
Time: 45 minutes

Procedure:

1. Choose a video of no more than 30 minutes. You might use a children's story (such as *Where the Wild Things Are*), a short video (such as *The Red Balloon*), or an excerpt from a longer video as long as the scene is self-contained, that is, tells a story itself. Tell the class to pay close attention to the story.
2. After the class watches the video, put them into small groups of no more than four. You can list difficult vocabulary on the board or give them a handout. Or you may want to circulate and answer questions about vocabulary as they arise.
3. The students discuss the video they watched and retell the story in writing. Each group chooses one recorder, but all group members check over their finished draft.

Variation:

Copy a child's picture book. Delete any words on the pages. Put the students into small groups and give one copy of the pictures to each group. Have them write the "text" to correspond to the pictures.



2.2

IRREGULAR PAST FORMS

1. BALL TOSS

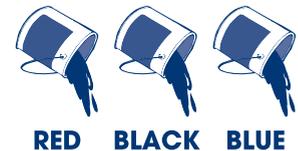
Materials: Any soft ball or beanbag

Dynamic: Whole class

Time: 5 minutes

Procedure:

1. This is a review game for irregular past forms. The game can be played to review all irregular verbs, or you can limit students to the one or two sections they have just memorized.
2. Arrange students in a circle, either standing or at their desks. Call out the simple form of an irregular verb and toss the ball to a student. That student says the simple past form. Then he or she tosses the ball to another student, who provides the past participle. This second student then calls out a new verb and tosses the ball to a classmate.



Example:

Instructor: swim
Student 1: swam
Student 2: swum, eat
Student 3: ate
Student 4: eaten, feel

Think of this game as chains of three. The third person must both finish the chain and start a new one.

NOTE: *Encourage students to toss the ball easily. Even though it is soft, you don't want it hurting anyone. Also, if the ball comes close to a student, he or she must attempt to catch it, not avoid it.*

For lower levels:

Instructor: swim
Student 1: swam
Instructor: eat
Student 1: (throws ball)
Student 2: ate
Instructor: drive
Student 2: (throws ball)
Student 3: drove

2. RELAY

Materials: Board, 2 markers or pieces of chalk

Dynamic: Teams

Time: 10 minutes



- Procedure:**
1. Divide the class into two teams and have them line up on either side of the classroom. Write the same list of irregular verbs (simple form) on each side of the board, but list them in different order.
 2. The first student from each line goes to the board and chooses any verb to write in the past form. (Limit this to either the simple past or past participle.) As soon as he/she is done, he/she gives the marker to the next student in line. Each student can do only one new past form, but may correct any of the answers previously written. Spelling counts.
 3. The object is for the team to write the irregular past forms for all the simple forms. The first team to finish correctly wins.

Suggestion: *If you have limited board space or are using a stand-up board that might not work well for this activity, an alternative is to use tag board strips. Write one word on each strip and attach them*

to the board with stick tack or putty. The students write the irregular past form next to the word strip. This way, if a student wants to correct a previous answer, he/she will not accidentally erase the words you listed on the board.

Using tag board strips also makes it easy to arrange the words in different order on the two sides of the board. You can have them prearranged in two piles and then just stick them in that order on the board. And you can save the word strips to use again.

3. CONCENTRATION

Materials: Board, Worksheet 12 (optional)

Dynamic: Groups

Time: 20 minutes



RED BLACK BLUE

- Procedure:**
1. On the board draw a grid with just the numbers. On a paper, you will have the answers written in (see below). Tell students whether they will be matching simple and simple past forms or simple and past participle forms.

On the board:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

On your paper:

1 bought	2 bring	3 found	4 did	5 came
6 brought	7 drink	8 bit	9 drank	10 bite
11 blew	12 buy	13 find	14 do	15 got
16 eat	17 come	18 ate	19 blow	20 get

2. Divide the class into groups of about five. Because this is a memory game, no writing is allowed. Explain that the students are looking for matches and will get a point for each match. They can confer as a team, but you will accept an answer only from the student whose turn it is. Each time the team has its turn, a different member of the team calls out the numbers for that round.

They call out two numbers together the first time (because no one knows where any of the words are), but in subsequent turns, they should wait for you to write the first answer before they call out their second number.

- As the first student calls out numbers, write the words that correspond to those numbers in the blanks. Ask the class if it is a match. If not, erase the words. If so, leave them there, but cross them out (see below). Whenever a team makes a match, it gets another turn.

On the board:

1	2	3	4 did	5
6	7	8	9	10
11	12	13	14 do	15
16 eat	17	18 ate	19	20

- As a follow-up, students could work in small groups. Divide the class into even-numbered groups and within the groups, divide the students into two teams. Give each group a copy of the worksheet. Have them fold it in half so they cannot see game 2 while playing game 1. Provide small pieces of cardboard or beans to cover the words. Each group will play its own game independent of the other groups.

NOTE: *You may use Worksheets 12A and 12B after you review all the verbs. You can also use the blank form (Worksheet 12C) and fill in your own verbs. This way, you can check the students on the verbs you have just covered in class, especially when assigning certain sections.*

4. TIC TAC TOE

Materials: Board, Worksheet 13 (optional)

Dynamic: Teams

Time: 10 minutes

- Procedure:**
- Draw a tic tac toe grid on the board with the simple form of irregular verbs written in. Decide if you want the students to supply the past tense or the past participle. (You can also draw the grid with the past tense forms and ask for past participles.)



RED BLACK BLUE

2. Divide the class into two groups. A student from team X comes to the board and writes in the past form for any verb on the grid. If correct, he/she draws an X in the square. If the form is incorrect (spelling counts), he/she cannot draw his/her team mark. Erase the answer.
3. A student from team O comes to the board. That student may choose to correct a square that was done incorrectly earlier, or choose another verb. The teams alternate turns. The first team with three marks in a row wins.

NOTE: *You will probably want to explain game strategy such as blocking, but often the student's choice is based on which verb he/she knows.*

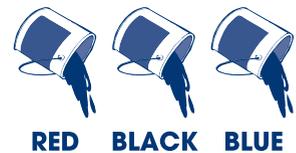
4. As a follow-up, divide the class into groups of three and use the worksheet. One student is X, one is O, and the third is in charge and can have his/her book open to the verb page to judge whether an answer is correct. After the first game, the students should rotate roles so that the judge is now one of the players. Continue until all students have had a chance to be the judge.

5. LINE-UPS

Materials: 3" x 5" cards or use Worksheet 14

Dynamic: Whole class

Time: 20 minutes



- Procedure:**
1. Give each student a question card. If making your own, use two different colors of 3" x 5" cards. If copying worksheet 14, use two different colors of paper. Call all students (half the class) with a yellow card (for example) to the front and have them stand in a line facing the class.
 2. The other half of the class stands in front of the first line. If there are an odd number of students, either one waits for someone to question, or the extra person in the answer line waits until the line moves.
 3. Each person with a yellow question card questions the student standing in front of him/her. When everyone has answered one question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer line have talked to every student in the question line. (The students in the question line do not move.)
 4. The students in the lines now switch positions, and the former answerers are now the questioners. Continue as in #3 above.

6. SPELLING BEE

Materials: None

Dynamic: Teams

Time: 10 minutes



RED BLACK BLUE

- Procedure:**
1. Divide students into two teams and have them line up along the sides of the classroom. Give the first student from line A the simple form of one of the irregular verbs. The student must provide the correct past form and spell it correctly. For lower-level students, this form should be the simple past form. For higher-level students, decide beforehand if you want them to provide the simple past or the past participle.
 2. If the student gives the wrong form or spells it incorrectly, the other team gets a chance to answer.
 3. After answering, whether right or wrong, the student goes to the end of his/her line. The team earns a point for all correct answers.
 4. Alternate until you have gone through your list of verbs or until a certain time limit has been reached. The team with the most points wins.

7. IRREGULAR BINGO

Materials: Worksheet 15 and markers

Dynamic: Whole class

Time: 20 minutes



RED BLACK BLUE

- Procedure:**
1. Give every student a copy of one of the bingo cards and a handful of markers (papers, cardboard disks, beans, etc.).
 2. Call out the simple form of an irregular verb. The students cover the past (or past participle, depending on the card).
NOTE: *You could also make game cards with either the past or past participle and require students to find the other form (in this case the basic form is not used).*
 3. The first student to cover five words in a row shouts “Bingo!” Walk over and check for accuracy, or ask the student to call out his/her covered words to see if they are in fact correct.
 4. For variety, ask for different completions, as in regular bingo: five up or down, diagonals, across, or four corners. Or use copies of the same card so that all students shout “Bingo!” at the same time.

2.3

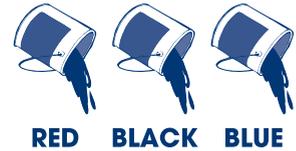
PAST PROGRESSIVE

1. PICTURE SENTENCES

Materials: Worksheet 16 or pictures with a lot of activity going on

Dynamic: Small groups

Time: 25 minutes



- Procedure:**
1. Divide the class into groups of three or four. Give each group the same picture, or put it on an overhead.
 2. Instruct the groups to use the past progressive to make as many sentences as possible in the time allowed. The sentences must be grammatically correct and accurately depict what is happening in the pictures.
 3. The team with the most correct answers at the end of the time limit wins. To determine accuracy, have each group read their sentences or write them on the board.

NOTE: Good sources for pictures are a picture dictionary (especially if the students have the same one), lower-level student ESL books containing drawings for students to discuss or write about, and magazine advertisements.

Variation 1: Give each group a different picture.

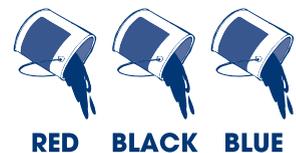
Variation 2: Give each group a different picture. Follow step 2. After 15 seconds, say “Pass” and have the groups pass their pictures to the next group. Continue until all groups have written sentences for all pictures. Score the correct answers as in step 3.

2. PEOPLE WATCHING

Materials: None

Dynamic: Pairs

Time: 10 minutes



- Procedure:**
1. Send students alone or in pairs to different places on campus where there are apt to be a lot of people.

Suggestions: library, cafeteria, student union, admissions office, outdoor eating areas, bookstore, health center, park area, etc.

2. Tell them to stay there for 10 to 15 minutes and observe what everyone is doing. They will probably want to take notes.
3. Their homework assignment is to write a paragraph about what they observed. They may want to start out with the sentence “Today I went to the _____.” They should then describe what the people they observed were doing.

3. VIDEO RECALL

Materials: Short video segment or commercial

Dynamic: Groups

Time: 15 minutes



BLACK BLUE

- Procedure:**
1. Show the class a short video (2–3 minutes). This could be a short segment from a TV show or video, or a commercial.
 2. Tell students to watch carefully and to concentrate on the activity, not on what is being said. They should not take notes.
 3. Put students in groups and have them write as many sentences as they can to describe what they just saw. You can set a time limit. The group that has the most correct sentences wins.

4. SONG

Materials: Song lyrics as cloze activity (for models, see Chapter 3 or Chapter 7)
Tape player and tape of song (optional)

Dynamic: Pairs

Time: 15 minutes



BLACK BLUE

- Procedure:**
1. Find song lyrics containing verbs in the past and past progressive. Try to choose a song that shows a clear contrast, such as “Tennessee Waltz.”
 2. Divide the class into pairs and give each pair a copy of the lyrics with the past and past progressive verbs deleted. The students work together to decide which tense is more appropriate.
 3. Play the song so the students can check their answers or, if you do not have the music, go over the lyrics together. Elicit from the students why they chose one tense over another. (“Are there any signal words in the sentence?” “Is the action described clearly a continuous one?” etc.)

2.4

PRESENT PERFECT

1. ARE YOU THE ONE?

Materials: Worksheet 17

Dynamic: Whole class

Time: 20 minutes



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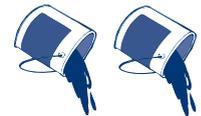
- Procedure:**
1. Give each student a copy of the worksheet, or make your own with items that are more relevant to your students.
 2. The students circulate around the room and ask each other questions in the present perfect, as in the model.
 3. Whenever a student gets a *yes* answer, he/she writes down the name of the student who said *yes*. The students need to find only one student who answers *yes*. If a student receives a *no* answer, the student must continue to question others until he/she receives a *yes* answer to that question. Each student continues until he/she fills in all his/her blanks.

2. LINE-UPS

Materials: 3" x 5" cards or Worksheet 18

Dynamic: Whole class

Time: 20 minutes



BLACK BLUE

- Procedure:**
1. Give each student a question card. If making your own, use two different colors of 3" x 5" card. If copying Worksheet 18, use two different colors of paper. Call all students (half the class) with a yellow card (for example) to the front and have them stand in a line facing the class.
 2. The other half of the class stands in front of the first line. If there are an odd number of students, either one questioner waits for someone to question, or the extra person in the answer line waits until the line moves.
 3. Each person with a yellow question card (for example) questions the student standing in front of him/her. The student asking the question fills in the blank with the correct form of the verb given on the card. When everyone has answered the question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer line have

talked to every student in the question line. (The students in the question line do not move.)

4. The students in the lines now switch positions, and the former answerers are now the questioners. Continue as in #3 above.

Explanation: Using two different colors of cards or papers makes it easy to divide the students into questioners and answerers. When all of the students with yellow cards have questioned all the students with pink cards, switch lines so that the students asking questions now have pink cards.

NOTE: *Before doing the line-ups, you may want to do a sample card on the board so that the students know what is expected of them. Ask them how to fill in the blanks.*

3. USING SIGNALS

Materials: Board

Dynamic: Small groups

Time: 10 minutes

- Procedure:**
1. Divide the class into groups of three or four. Write a list of signal words on the board.

Example: *already, ever, for, just, many times, never, since, yet*

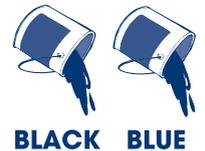
2. Set a time limit (2 minutes, for example) and tell the groups they must write a grammatical sentence for each signal word (one per sentence). The students should write sentences using different vocabulary words so you will not get

I have already eaten dinner.

I have just eaten dinner.

I have eaten dinner many times.

3. Have one student from each group read the group's answers. Assign one point for each grammatically correct and logical sentence.



4. FBI FILES

Materials: None

Dynamic: Small groups

Time: 40 minutes

- Procedure:**
1. Divide the class into groups of three or four. Have each group write an FBI file on a wanted criminal.



Examples:

They have robbed 15 banks so far.

They have been seen in Chicago, New York, and Atlanta.

They have escaped from prison three times.

To liven things up, they might use the name of someone in their group or use the whole group as a gang.

2. Let them work for about 20–25 minutes as you circulate and help them make distinctions between simple past and the perfect tense.
3. Post the reports and let students circulate, look at them, and make comments.
4. To continue the fun, when the students are seated again, ask them to tell you anything suspicious that they have seen. Work with them to make additional perfect tense sentences.

NOTE: *A follow-up detective game is fun (see **Detective Games 1, 2, and 3** on pages 26 and 27).*

2.5

PAST PERFECT

1. LINE-UPS

Materials: 3" x 5" cards or Worksheet 19

Dynamic: Whole class

Time: 20 minutes

- Procedure:**
1. Give each student a question card. If making your own, use two different colors of 3" x 5" card. If copying the worksheet, use two different colors of paper. Call all students (half the class) with a yellow card (for example) to the front and have them stand in a line facing the class.
 2. The other half of the class stands in front of the first line. If there is an odd number of students, either one questioner waits for someone to question, or the extra person in the answer line waits until the line moves.
 3. Each person with a question card (in the first row) asks the questions of the student standing in front of him/her. The student asking the question fills in the blanks with the correct form of the verb given on the card. When everyone has answered the question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer line



BLUE

have talked to every student in the question line. (The students in the question line do not move.)

4. The students in the lines now switch positions, and the former answerers are now the questioners. Continue as in #3 above.

Explanation: Using two different colors of cards or papers makes it easier to divide the class into questioners and answerers. When all the students with yellow cards have questioned all the students with pink cards, switch lines so that the students asking questions have pink cards.

NOTE: *Before doing the line-ups, you may want to do a sample card on the board so that the students know what is expected of them. Ask them how to fill in the blanks.*

2.6

PAST REVIEW

1. QUESTIONNAIRE (Present/Past perfect)

Materials: Worksheet 20

Dynamic: Pairs

Time: 25 minutes

- Procedure:**
1. Divide the class into pairs, and give each student a copy of the worksheet.
 2. Have them ask each other the questions on the paper, then write their partner's answers.

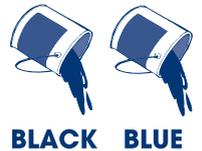
Example:

Anton: What have you done more than three times today?

Maria: I have drunk water.

Anton writes: Maria has drunk water more than three times today.

3. After students have completed the questionnaire, go around and randomly ask for answers from the students, or you may collect the questionnaires and correct them.



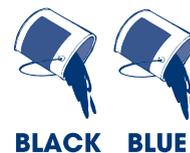
2. ACT IT OUT (Simple past/Past perfect)

Materials: Worksheet 21

Dynamic: Pairs

Time: 30 minutes

- Procedure:**
1. Cut up the cards in the worksheet or make your own.
 2. Divide the class into pairs. Have each pair come to the front of the room and draw a card. As in charades, the students will act out the activity depicted without speaking. The students must work together to depict the activity.
 3. The class tries to guess what is going on, then states it in a complete sentence.





Worksheet 10: DETECTIVE 1

Fill in the blanks with a past form of to be (was, were, wasn't or weren't).

A thief stole a computer and printer from an office on campus Saturday at 10:00. Sandy _____ in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she _____ sure she could identify him. The police officers _____ happy to have a witness, but they _____ sure how much Sandy saw from the parking lot. Sandy _____ positive she could answer the detectives' questions.

QUESTIONS:

1. _____ you near the ESL office at 10:00 on Saturday?
2. Why _____ you on campus on a Saturday?
3. _____ the office open when you arrived?
4. _____ you able to see anyone run out of the office?
5. What _____ in his hands?
6. How tall _____ he?
7. What color _____ his hair?
8. _____ his clothes old or new?
9. _____ his clothes expensive?
10. How old _____ he?
11. _____ he someone you knew?



Worksheet 11: DETECTIVE 3



SITUATION:

A computer and printer were stolen from the ESL office on Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday and have compiled a list of four suspects. The detective is now questioning the witnesses again and then will decide who the probable thief was.

WITNESS 1:

I had just parked my car in the parking lot across from the ESL office. I was planning to go to the library to study. I was taking my books out of the car when a man came out of the office, carrying a computer and printer. He looked familiar. In fact, I'm sure I've seen him at the ESL department several times. I'm not sure if he was a student or if he worked there. He was tall and had light brown hair, I think.



SITUATION:

A computer and printer were stolen from the ESL office on Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday and have compiled a list of four suspects. The detective is now questioning the witnesses again and then will decide who the probable thief was.

WITNESS 2:

I was eating breakfast with Chris at the campus cafe when I saw a young guy run past with a computer. I think he was wearing jeans, but I'm not sure. He might have had a cap on. I didn't see his hair. I thought it was strange that someone would be running on campus with a computer. That's why I noticed him. Anyway, I told Chris to look, and he turned around to see. We were talking about last night's party at the time.



Worksheet 11: (CONTINUED)



SITUATION:

A computer and printer were stolen from the ESL office on Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday, and they have compiled a list of four suspects. The detective is now questioning the witnesses again and then will decide who the probable thief was.

WITNESS 3:

Well, I didn't see much. I was eating and talking to Sandy at the cafe. Actually, my back was to the sidewalk. Sandy said, "Hey, look at that!" so I turned around. I saw a guy running, and he was carrying something. I couldn't see what it was, but it seemed heavy. I only saw him from the back, but I can describe him. I have good eyes. He was wearing shorts and a blue T-shirt. His hair was dark—or maybe he had a dark cap on. He was about average height.



SITUATION:

A computer and printer were stolen from the ESL office on Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday, and they have compiled a list of four suspects. The detective is now questioning the witnesses again and then will decide who the probable thief was.

SUSPECTS:

- | | |
|--------------------|---|
| 1. John Peters | office worker on campus, recently quit.
Age: 30. Hair: brown. Height: 6 ft. |
| 2. Dr. James Brown | professor in the history department.
Age: 39. Hair: brown and gray. Wears glasses.
Height: 5'7" |
| 3. Paul Taylor | unemployed. Lives near campus.
Age: 20. Hair: blond. Height: 6'1" |
| 4. Ken Dey | student in the ESL department.
Age: 22. Hair: black. Height: 5'9" |



Worksheet 12A: CONCENTRATION (SIMPLE FORM AND PAST TENSE)

GAME 1

1 be	2 became	3 begin	4 caught	5 break
6 chose	7 cost	8 bent	9 broke	10 cut
11 catch	12 become	13 built	14 cut	15 cost
16 build	17 choose	18 was	19 bend	20 began

GAME 2

1 write	2 spoke	3 won	4 shook	5 rode
6 told	7 threw	8 sang	9 speak	10 ride
11 win	12 wear	13 said	14 wrote	15 sing
16 shake	17 say	18 wore	19 throw	20 tell



Worksheet 12B: CONCENTRATION (PAST FORM AND PAST PARTICIPLE)

GAME 1

1 flew	2 drunk	3 known	4 torn	5 taught
6 caught	7 forgotten	8 flown	9 fell	10 caught
11 felt	12 taught	13 spoken	14 forgot	15 fallen
16 drank	17 felt	18 knew	19 spoke	20 tore

GAME 2

1 ate	2 laid	3 taken	4 lain	5 eaten
6 got	7 stolen	8 did	9 frozen	10 slid
11 sung	12 slid	13 lay	14 laid	15 stole
16 done	17 froze	18 gotten	19 took	20 sing



Worksheet 12C: CONCENTRATION

GAME 1

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

GAME 2

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20



Worksheet 13: TIC TAC TOE

teach	catch	buy
grow	hear	bring
fight	shoot	see

be	bite	build
choose	cut	draw
fit	drive	feed

hide	hurt	keep
leave	let	lend
light	lose	hold



Worksheet 14: LINE-UPS (IRREGULAR PAST FORMS)



What did you eat for breakfast?	Where did you go after class yesterday?
How much did your grammar book cost?	What did you drink with lunch yesterday?
What did you buy recently at the grocery store?	What did you hear the teacher say?
Where did you leave your books?	Who did you see before class?
Who did you last send a letter to?	How late did you sleep this morning?
How much money did you spend on lunch yesterday?	What did you bring to school today?



Worksheet 14: (CONTINUED)



Who did you recently send a package to?

What did you make for dinner yesterday?

Who was the last person you saw before class?

What did you lend a friend last week?

Who did you last fight with?

What did you break recently?

Where did you put your books when you got home from class yesterday?

Who did you sit next to in class today?

What did you recently lose?

What did you quit doing?

When did you last go swimming?

What did you read yesterday or today?

What did you cut out of the newspaper or magazine?

How much did you pay for your last haircut?



Worksheet 15A: IRREGULAR BINGO

was	blew	bought	cut	ate
found	went	hid	left	paid
ran	shook	FREE	spoke	took
thought	won	broke	caught	fought
did	fell	felt	got	said



Worksheet 15B: IRREGULAR BINGO

said	got	felt	fell	did
fought	caught	broke	won	thought
ran	shook	FREE	spoke	took
paid	left	hid	went	found
was	blew	bought	cut	ate



Worksheet 15C: IRREGULAR BINGO

ate	left	won	did	said
caught	went	was	found	shook
broke	got	FREE	paid	spoke
fought	fell	ran	thought	felt
took	blew	bought	cut	hid



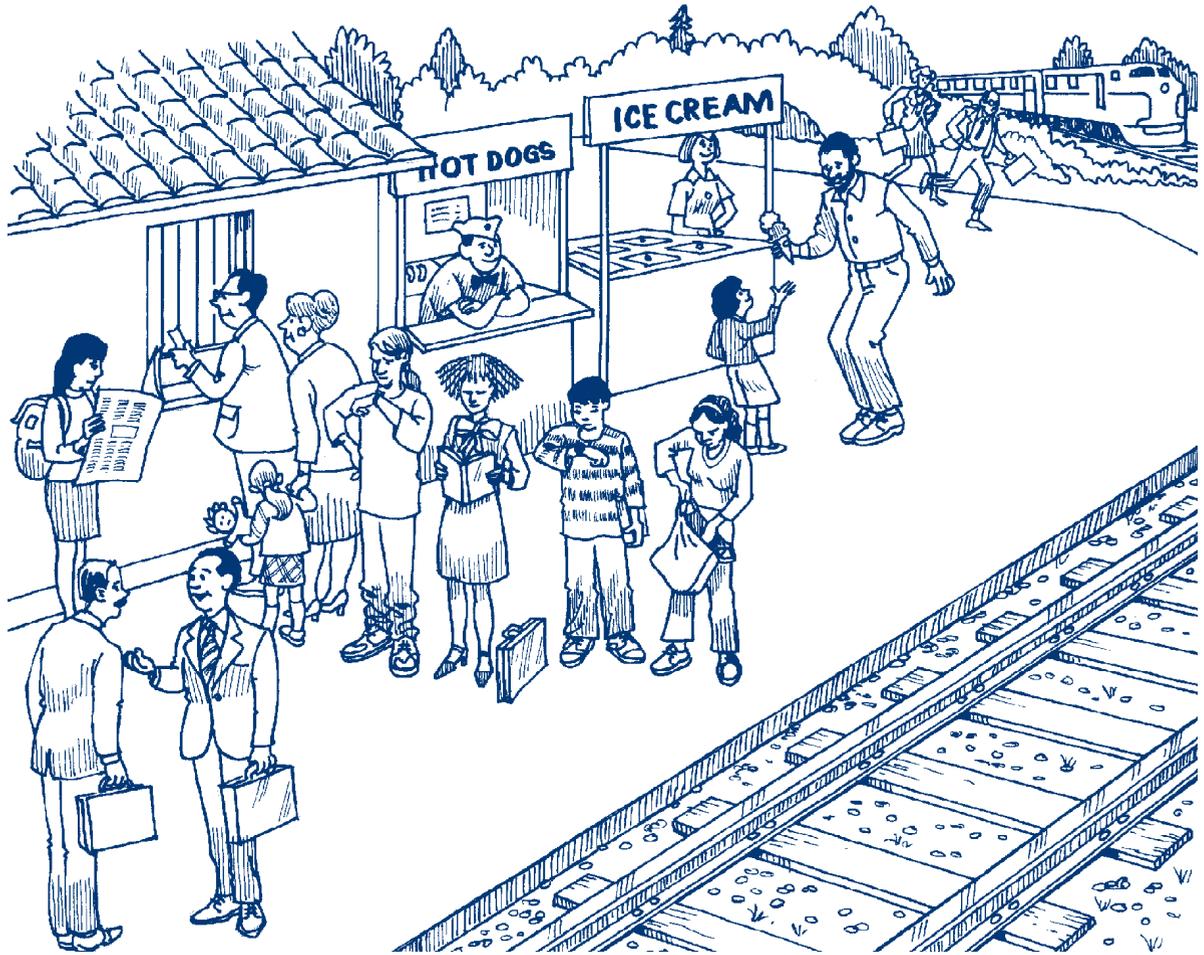
Worksheet 150

		FREE		



Worksheet 16: PICTURE SENTENCES

You and your partners will write sentences to describe this picture, using the past progressive. Write as many as you can in ___ minutes.





Worksheet 17: ARE YOU THE ONE?

Use the following verb phrases to ask questions using the present perfect. Try to get a yes answer to each question. When you find someone who answers yes, write his/her name on the blank. Do not write the name if he/she answers no.

1. arrive late to a movie _____
2. dream in English _____
3. be “stood up” _____
4. lose your homework _____
5. sleep in class _____
6. eat raw fish _____
7. go to traffic court _____
8. act crazy with friends _____
9. go on a “blind date” _____
10. meet someone famous _____
11. visit a country in Asia _____
12. fly over an ocean _____
13. get on the wrong bus or train _____
14. lose your ID _____
15. speak your own language in English class _____



Worksheet 18: LINE-UPS (PRESENT PERFECT)



What have you _____ (*eat*)
this morning?

Who have you _____ (*speak*)
to before class today?

What have you _____
(*forget*) to do?

What have you _____
(*think*) about doing after class?

Where have you _____ (*go*)
shopping?

What have you _____ (*give*)
a friend?

How much money have you
_____ (*lend*) a friend?

What have you _____ (*send*)
to your family recently?

What habit have you _____
(*quit*)?

How often have you _____
(*be*) to the movies this month?

What have you _____ (*tell*) a
family member more than once?

What have you _____ (*lose*)
recently?



Worksheet 18: (CONTINUED)



How often have you _____
(*see*) your family since you came to
this school?

Who have you _____ (*tell*) a
secret to more than once?

What have you _____
(*drink*) more than once today?

What have you _____ (*do*)
more than once today?

How many essays have you
_____ (*write*) in writing
class?

How many people from your
country have you _____
(*meet*) in this class?

How often have you _____
(*buy*) a soft drink in the last
week?

What have you _____
(*begin*) to do since coming to the
United States?

What is the longest you have
_____ (*sleep*) since coming
to this school?

How much money have you
_____ (*spend*) on lunch this
past month?

What have you _____
(*break*) more than once?

How have you _____ (*feel*)
this week?

Who have you _____ (*know*)
since you were a child?

Who have you _____ (*sit*)
next to in class more than once
this week?



Worksheet 19: LINE-UPS (PAST PERFECT)



Where _____ (*you, study*)
English before you _____
(*come*) to this school?

Who (if anyone) _____ (*you,*
know) in this class when you
_____ (*start*) to study here?

What _____ (*you, hear*)
about this school before you
_____ (*come*) here?

How many times _____ (*you,*
see) a movie in English before you
_____ (*come*) to this city?

What _____ (*you, already,*
do) before you _____ (*leave*)
home this morning?

What _____ (*you, already,*
eat) before you _____ (*come*)
to class?

When you _____ (*leave*) for
class this morning, _____
(*the sun, come up*)?

Who _____ (*already, get up*)
when you _____ (*leave*)
home this morning?

What _____ (*you, never, see*)
before you _____ (*go*) to a
museum?

What _____ (*you, never, eat*)
before you _____ (*go*) to a
Mexican restaurant?

Where _____ (*you, be*) before
you _____ (*get*) home
yesterday?

Before you _____ (*go*) to bed
last night, what _____ (*you,*
already, do)?



Worksheet 20: QUESTIONNAIRE

Write your partner's answers in complete sentences.

1. What is something you have done more than once today?

2. What is something you have done more than five times in your life?

3. What is something you have never done, but would like to try?

4. What is something you have done only since coming to this school?

5. Who have you just spoken to?

6. What is something you had thought about the opposite sex before you talked to many of them?

7. Who is someone you wish you had seen before you left home to come here?

8. What is something you had already done before you entered high school?

9. Where had you traveled before you came to this school?

10. Where had you learned English before you came to this school?



Worksheet 21: ACT IT OUT



Student A had entered the class before the teacher (Student B) arrived.

Student A had eaten the entire meal before Student B returned from the restroom.

Student A had finished his/her homework before he/she called Student B.

Student A had already gotten ready for class before Student B woke up.

Student A had already washed the dishes by the time Student B arrived.

Student A had talked to the teacher (Student B) before entering the classroom.

Student A had already fed and walked the dog by the time Student B was ready to go.

The mother (Student A) had already changed the baby's diaper by the time the father (Student B) got up from watching TV.

Student A had already finished the race by the time Student B was halfway through.

Student A had already walked to the door by the time the doorbell rang.

Student A had already gotten a sunburn by the time his/her friend got to the beach.

Student A had already finished washing his/her car by the time Student B offered to help.