

Name of activity: Past Simple – Regular Verbs

Short description: Grade 7 Unit 2 focuses on the past, but there is no help with the grammatical form. This lesson plan revises the forms and usage of the Past Simple Tense with regular verbs and is recommended to be done before starting Grade 7 Unit 2. See also the lesson plan called 'Past Simple – irregular verbs'.

Link to curriculum: Grade 7; Unit 2.1

Difficulty level: Medium

Time: 35 mins

Learning outcomes: by the end of this activity:

Students will have revised and practised the Past Simple Tense with regular verbs.

Students will have practised independent learning, checking their answers on their own against the information on the worksheet (rather than checking with the answer key, or getting the correct answers from the teacher).

(Competency 6; Grammar; Competency 3; Listening)

Option 1

Lesson plan with:

- ✓ Worksheet

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-regular-verbs>

Option 1: Worksheet

<p>Preparation</p>	<ol style="list-style-type: none"> 1. Make one copy of Worksheet 1 for every pair of students. 2. Make a few copies of Worksheet 3 to put up on the classroom walls. 3. Make a copy of Worksheet 2 for every student in class. 4. Make a copy of the pictures of the characters from the video and cut them out. You could also make little puppets using the pictures and, for example, drink straws, so you can easily pick the images up and show them to the students. You can also just have them on separate sheets of paper. 5. If possible, watch the video at http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-regular-verbs to familiarise yourself with the characters. However, if you don't have internet access, you should be able to work things out from the tapescript attached.
<p>Stage / Time</p>	<p>Procedure</p>
<p>Introduction 5 mins</p>	<ol style="list-style-type: none"> 1. Arrange the 'puppets' (or the images) on your desk. Have the tapescript ready in front of you. 2. Tell the students you are going to read them a conversation between three teenagers. Read the introduction, presenting the characters to the students (show them the images/puppets and tell them their names). 3. Check if the students remember the names of the characters. This will help them follow the story.
<p>Listening 10 mins</p>	<ol style="list-style-type: none"> 1. Read the conversation to the students. Keep the appropriate puppet/image up for the students to see who you are speaking for (when reading Daisy's lines, hold her puppet/image up, etc.). You can read in a 'neutral' way, but if you like acting, you can choose different voices for different characters. 2. Ask the students some comprehension question about the listening, for example: <ul style="list-style-type: none"> - What test did Alfie fail? - Why did he fail? - How did it happen? - Was it his fault?

	<ul style="list-style-type: none"> - Was the cat's owner very angry with Alfie? - Was the cat incident the reason why Alfie failed the test? - Did it happen for the first time? - How did Alfie feel about the cat? - How is Oliver going to cheer up Alfie?
Noticing 8 mins	<ol style="list-style-type: none"> 1. Distribute worksheet 1 to every pair of students. Ask the students to read the conversation together and underline all the past verb forms. 2. Check with the whole class.
Grammar test 12 mins	<ol style="list-style-type: none"> 1. Distribute Worksheet 2 to every student. Ask the students to complete the exercises with their partners as best they can. 2. Ask the students to swap partners and compare their answers.
Homework	<ol style="list-style-type: none"> 1. Tell the students you are going to put up copies of Worksheet 3 on the walls of the classroom. 2. Ask the students to study Worksheet 3 before the next lesson. They can read the information on Worksheet 3 during the breaks and after lessons. They can read the whole worksheet in one go, or they can read one point at a time. Encourage them to read together and help each other understand. 3. Ask the students to compare their answers to Worksheet 2 with the information on Worksheet 3 and correct any mistakes they notice.
Follow up (next lesson)	<ol style="list-style-type: none"> 1. Check their answers to Worksheet 2 with the whole class in the following lesson. Get the students to explain why they chose particular answers and let them quote the rules from Worksheet 3, but also encourage them to explain using their own words. Make sure that all the students have correct answers and that everything is clear.
Variations	<p><u>Optional follow-up activities:</u></p> <p>Speaking / Pronunciation practice - 5 mins (Competency 8; Speaking; Competency 1; Pronunciation)</p> <ol style="list-style-type: none"> 1. Put the students into groups of three and ask them to role-play the conversation. They could also read the conversation in pairs, with one student reading for one of the boys and Daisy, as Daisy's part is very limited. <p>Speaking - 5 mins (Competency 8; Speaking; Competency 1;</p>

Pronunciation)

Ask the students to put Worksheet 1 face down and try and role-play the conversation again, this time from memory. Tell them not to worry about exact words, just ask them to try and remember the story.

If you think your students don't remember much about the Past Simple Tense and need more guidance, you can reverse the order of activities – put up Worksheet 3 (the Grammar Snack) on the walls before this lessons to study and then go through Worksheet 2 in the following lesson.

Worksheet 1

Oliver: So, how did it go? Did you pass?

Alfie: No, I failed... again!

Oliver: I don't believe it! How did you fail again? What happened this time?

Alfie: You won't believe it!

Oliver: No? No way, Alfie, not the same as last time?

Alfie: Yep.

Oliver: No way! Not another cat?

Alfie: I know! I'm in shock! I love cats!

Oliver: So, what happened? I want the details!

Alfie: Well, I stopped at a zebra crossing to let an old man cross the road. No problem there. He walked across the road so I started to drive. Just then a cat appeared from nowhere!

Oliver: Did you hit it?

Alfie: I did. It was impossible to stop.

Oliver: I don't believe you, Alfie. You're joking, aren't you? You didn't fail, did you? I mean that's impossible! Nobody can kill two cats on two driving tests! Alfie, you're incredible!

Alfie: What can I say? I know - it's totally crazy. The owner of the cat arrived...

Oliver: Oh no... and?

Alfie: Well, he said it wasn't my fault, the cat escaped from the garden... the driving instructor agreed too. So, we carried on with the test, but I was too nervous and I crossed a red traffic light.

Oliver: Nooooooooooooooooooooo!

Alfie: That's not the worst of it. At the end, the examiner asked me to clean the wheel of the car before the next test!

Oliver: No! That's disgusting! Poor you, mate! Do you want to come over?

Alfie: Yeah, OK. See you in five minutes.

Daisy: Did he really kill another cat?

Oliver: He did, Daisy, but it's not funny, you know.

Daisy: So, on the first driving test he killed a cat that jumped out of a tree and onto the car, and this time he killed one that ran into the road? It's unbelievable!

Oliver: Totally.

Daisy: But if it wasn't his fault, why did he fail?

Oliver: He was upset and then jumped a red traffic light.

Oliver and Daisy: Poor Alfie!

Oliver: I'll make him a cup of tea.

Worksheet 2

2. Check your grammar: gap fill – past simple regular verbs

Put the verb in the past simple tense to fill the gaps.

1. The cat _____ (escape) from the garden.
2. They _____ (agree) with me about the album.
3. He _____ (try) to start the car.
4. We _____ (enjoy) the funfair a lot.
5. Tell me, what _____ (happen)?
6. She _____ (stop) at a zebra crossing.
7. I _____ (carry on) working until late.
8. Alfie _____ (fail) his driving test again.

3. Check your grammar: error correction – past simple regular verbs

Correct the mistakes in these sentences.

1. Did he jumped a red light?
.....
2. They no liked the film.
.....
3. We planed to go on a trip round the US.
.....
4. You didn't kill it, do you?
.....
5. The door openned and we went in.
.....
6. Played you tennis last year?
.....

Answer Key to Worksheet 2

2. Check your grammar: gap fill – past simple regular verbs

- | | |
|------------|---------------|
| 1. escaped | 5. happened |
| 2. agreed | 6. stopped |
| 3. tried | 7. carried on |
| 4. enjoyed | 8. failed |

3. Check your grammar: error correction – past simple regular verbs

1. Did he jump a red light?
2. They didn't like the film. / They did not like the film.
3. We planned to go on a trip round the US.
4. You didn't kill it, did you?
5. The door opened and we went in.
6. Did you play tennis last year?

Worksheet 3

The past simple is the most common way of talking about past events or states which have finished. It is often used with past time references (e.g. yesterday, two years ago).



Please explain past events or states!

A past event could be one thing that happened in the past, or a repeated thing.

*I stopped at a zebra crossing.
We carried on with the test.
We played tennis every day in August.*

A state is a situation without an action happening.
We stayed at my grandparents' house last summer.



How do you form the past simple?

Regular past simple forms are formed by adding **-ed** to the infinitive of the verb.

*start → started
kill → killed
jump → jumped*



That seems easy!

Yes, but there are some spelling rules. If a verb ends in **-e**, you add **-d**.

*agree → agreed
like → liked
escape → escaped*



If a verb ends in a vowel and a consonant, the consonant is usually doubled before **-ed**.

*stop → stopped
plan → planned*

If a verb ends in consonant and **-y**, you take off the **y** and add **-ied**.

*try → tried
carry → carried*

But if the word ends in a vowel and **-y**, you add **-ed**.

*play → played
enjoy → enjoyed*



OK, not quite so easy! But the past simple form doesn't change at all for **I**, **you**, **he**, **she**, **we** and **they**, does it?

No, the form doesn't change. See, it is easy!



What about the pronunciation of the **-ed** ending?

There are three kinds of pronunciation **/d/**, **/t/**, and **/ɪd/**. Look at the table below.

/d/	/t/	/ɪd/
arrived	asked	wanted
failed	crossed	decided
agreed	stopped	started



Aaah! How do I know how to pronounce each one?

Good question. Well, really all you need to know is that **/d/** is easier to say after **arrive**, and **/t/** is easier to say after **ask**. For **/ɪd/**, the infinitive ends in a **/d/** or a **/t/** sound already so you must add an extra syllable for these verbs.



All right, that makes sense, but how do you form questions and negatives?

With the verb **did** (do in the past) + the infinitive.

*Did you pass?
You didn't fail, did you?
Yes, I did. / No, I didn't.*



Right, thanks, I've got it now!

Good. But you also need to learn the irregular past simple forms.



You mean there are verbs that don't end in **-ed** in the past?

Yes, they don't all end in **-ed**. Have a look at the past simple irregular verbs too.

Characters from the video to cut out:

Alfie





Daisy





Oliver



Option 2: Data Projector

Preparation	<p>Follow the lesson plan for Option 1, introducing the following changes:</p> <ol style="list-style-type: none">1. Instead of reading the story to the students, play the video at http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-regular-verbs and show it on the projector (only if you have the audio option). As there are running captions, the students will be able to notice the past verb forms, so you can skip the 'noticing' stage as well.2. After the student have watched the video, instead of giving them Worksheet 2, go to http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-regular-verbs, click on the icons shown below and do the exercises with the whole class together (only if you have internet access). <p style="text-align: center;"> </p> <ol style="list-style-type: none">3. Distribute Worksheet 2 and set it for homework (together with studying Worksheet 3 on the walls – just like in Option 1).
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Option 3: Computer Lab

Preparation	<p>Follow the lesson plan for Option 1, introducing the following changes:</p> <ol style="list-style-type: none">1. Instead of reading the story to the students, ask them to watch the video at http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-regular-verbs . As there are running captions, the students will be able to notice the past verb forms, so you can skip the 'noticing' stage as well.2. Put the students into pairs or small groups. Instead of giving out worksheets, guide the students to click on appropriate icons and ask them to do the exercises and activities together with their partners. <p style="text-align: center;"> </p> <ol style="list-style-type: none">3. Distribute Worksheet 2 and ask the students to do the exercises again in their self-study time, comparing the answers with the information on the copies of Worksheet 3 on the walls of their classroom.
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