

**Name of activity:** Past Simple – Irregular Verbs

**Short description:** Grade 7 Unit 2 focuses on the past, but there are no exercises focussing on the grammatical form. This lesson plan revises the forms and usage of the Past Simple Tense with irregular verbs and is recommended to be done before starting Grade 7 Unit 2. See also the lesson plan called 'Past Simple – regular 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 irregular 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).
- Students will have been provided with listening and reading practice.
- With the optional activities, students will have been provided with speaking and pronunciation practice.

(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-irregular-verbs>

## Option 1: Worksheet

<p><b>Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Make one copy of Worksheets 1 and 2 for every pair of students.</li> <li>2. Make a few copies of Worksheet 3 to put up on the walls of the classroom.</li> <li>3. 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.</li> <li>4. If possible, watch the video at <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs</a> 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.</li> </ol>
<p><b>Stage / Time</b></p>	<p style="text-align: center;"><b>Procedure</b></p>
<p><b>Introduction</b>  5 mins</p>	<ol style="list-style-type: none"> <li>1. Arrange the 'puppets' (or the images) on your desk. Have the tapescript ready in front of you.</li> <li>2. Tell the students you are going to read them a conversation between a mother and her two children. Read the introduction, presenting the characters to the students (show them the images/puppets and tell them their names).</li> <li>3. Check if the students remember the names of the characters. This will help them follow the story.</li> </ol>
<p><b>Listening</b>  10 mins</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Ask the students some comprehension question about the listening, for example: <ul style="list-style-type: none"> <li>- Where did Sophie come back from?</li> <li>- How did she come back?</li> <li>- Why did she decide to come back earlier?</li> <li>- What happened at the airport?</li> <li>- Did she have enough food? What did she eat?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>- What was the problem with the bathrooms?</li> <li>- What special day was it?</li> <li>- What did she get from one of the passengers?</li> <li>- What did she worry about?</li> </ul>
<b>Noticing</b> <b>5 mins</b>	<ol style="list-style-type: none"> <li>1. Distribute worksheet 1. Ask the students to read the conversation and underline all the past verb forms.</li> <li>2. Check with the whole class.</li> </ol>
<b>Grammar test</b> <b>15 mins</b>	<ol style="list-style-type: none"> <li>1. Distribute Worksheet 2. Ask the students to complete the exercises with their partners as best they can.</li> <li>2. Ask the students to swap partners and compare their answers.</li> </ol>
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. Tell the students you are going to put up copies of Worksheet 3 on the walls of the classroom.</li> <li>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.</li> <li>3. Ask the students to compare their answers to Worksheet 2 with the information on Worksheet 3 and correct any mistakes they notice.</li> </ol>
<b>Follow up (next lesson)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Variations</b>	<p><u>Optional follow-up activities:</u></p> <p><b>Speaking / Pronunciation practice</b> - 5 mins (Competency 8; Speaking; Competency 1; Pronunciation)</p> <ol style="list-style-type: none"> <li>1. Put the students into groups of three and ask them to role-play the conversation.</li> </ol> <p><b>Speaking</b> - 5 mins (Competency 8; Speaking; Competency 1; Pronunciation)</p> <ol style="list-style-type: none"> <li>2. 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</li> </ol>

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

**Sophie:** I am so happy to be home!

**Oliver:** I bet. So, tell us what happened.

**Sophie:** Well, on Thursday afternoon I saw the weather forecast on the TV in the hotel and it said there was a big storm coming.

**Oliver:** Yes, that was when we spoke.

**Sophie:** That's right. So, I took a taxi to the airport straight away. I wanted to leave before the storm came.

**Daisy:** Good idea. Did you get to the airport OK?

**Sophie:** Yes, I got there, but hundreds of other people had the same idea. The storm arrived faster than anybody expected so there were no flights! The road to the airport was completely flooded, so nobody could go back into town. We got stuck in the airport!

**Oliver:** Did you think it would be for so long?

**Sophie:** Not at all. We all thought one night... possibly two...

**Daisy:** Did you have enough food?

**Sophie:** I bought some food on the first day, but it wasn't very good by the third day. On my birthday I had a packet of crisps and a two-day-old sandwich for lunch.

**Oliver:** Poor Mum.

**Daisy:** What about the bathrooms at the airport? Were you able to have a shower?

**Sophie:** No! The water pipes froze so after the first day there wasn't any water. It wasn't nice!

**Oliver:** That's disgusting!

**Sophie:** Don't worry. I'm clean now!

**Daisy:** So, what did you do all day in the airport?

**Sophie:** I met some really nice people! We talked, read, played cards. When they found out it was my birthday, one of them gave me his last bar of chocolate!

**Daisy:** Ah, cute!

**Sophie:** It was a strange feeling having no Internet connection, no phone line. It was horrible not being able to phone you two! We're all so used to being connected all the time. It was hard. I know you think I'm on holiday when I'm working, but it's not always easy you know!

**Oliver and Sophie:** Happy Birthday, Mum!

## Worksheet 2

### 1. Check your grammar: true or false – past simple irregular verbs

Are these sentences *True* or *False*?

- |    |   |             |              |
|----|---|-------------|--------------|
| 1. | To form the past simple, we add <i>-ed</i> to the end of regular verbs.                         | <i>True</i> | <i>False</i> |
| 2. | There are many different types of endings of irregular verbs in the past simple.                | <i>True</i> | <i>False</i> |
| 3. | We use <i>did + not + infinitive</i> to form past simple negatives with all types of verbs.     | <i>True</i> | <i>False</i> |
| 4. | We use <i>did + subject + infinitive</i> to form past simple questions with all types of verbs. | <i>True</i> | <i>False</i> |
| 5. | There are clear rules about the endings of past simple irregular verbs.                         | <i>True</i> | <i>False</i> |
| 6. | You have to learn all the different irregular verb forms of the past simple.                    | <i>True</i> | <i>False</i> |

### 2. Check your grammar: multiple choice – past simple irregular verbs

Choose the correct words to complete the sentences.

- |    |  |                       |
|----|--|-----------------------|
| 1. | We _____ about the storm on the news.        | hear<br>heard         |
| 2. | They _____ that it was my birthday.          | find out<br>found out |
| 3. | The waiter _____ us the menu to look at.     | bring<br>brought      |
| 4. | I didn't _____ very well last night.         | sleep<br>slept        |
| 5. | Did you _____ your coat in the cafe?         | leave<br>left         |
| 6. | It was so cold that the pipes _____.         | freeze<br>froze       |
| 7. | She didn't _____ us what to do for homework. | tell<br>told          |
| 8. | He _____ bad about failing the test.         | feel<br>felt          |

### 3. Check your grammar: gap fill – past simple irregular verbs

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

- I \_\_\_\_\_ (buy) some food for lunch.
- Who \_\_\_\_\_ (meet) you at the airport?
- We all \_\_\_\_\_ (have) the same idea.
- \_\_\_\_\_ (do) you speak to Sophie?
- I \_\_\_\_\_ (see) the weather forecast earlier.
- He \_\_\_\_\_ (give) us a lift into town.
- She \_\_\_\_\_ (read) three books in one week!
- They \_\_\_\_\_ (take) a taxi to the hotel.

## Answer Key to Worksheet 2

### 1. Check your grammar: true or false – past simple irregular verbs

- |         |          |
|---------|----------|
| 1. True | 4. True  |
| 2. True | 5. False |
| 3. True | 6. True  |

### 2. Check your grammar: multiple choice – past simple irregular verbs

- |              |          |
|--------------|----------|
| 1. heard     | 5. leave |
| 2. found out | 6. froze |
| 3. brought   | 7. tell  |
| 4. sleep     | 8. felt  |

### 3. Check your grammar: gap fill – past simple irregular verbs

- |           |         |
|-----------|---------|
| 1. bought | 5. saw  |
| 2. met    | 6. gave |
| 3. had    | 7. read |
| 4. Did    | 8. took |

# Worksheet 3



Lucia

So how do I know which verbs are regular and which are irregular?

You have to learn them!



Sophie



Learn them from the list, oh no!

It's not so bad. There aren't really so many verbs to learn and remember that English is much easier than many languages. The past forms don't change.

*I **took** a taxi to the airport. (take – took)  
That was when we **spoke**. (speak – spoke)  
One person **gave** me his last bar of chocolate. (give – gave)*



I see what you mean. *I made, you made, he made, she made, it made, we made, they made!*

Exactly! They're all the same. And the negatives are all formed with **did + not + the infinitive without to**. The question forms are very similar - **did + subject pronoun + the infinitive without to**.

*What **did you do** all day in the airport?  
**Did you have** enough food?  
**We didn't think** you would get home in time for your birthday.*



OK, you're right, that's not too bad. Are there any exceptions?

Yes the verb to **be**. The past form is **was** for *I, he, she* and *it*, but **were** for *you, we* and *they*.

*It **was** horrible not being able to phone you two!  
There **wasn't** any food. I **was** so hungry!  
We **were** stuck in the airport.*



So what about this verb list?

Right, here it is!

Present	Past Simple	Present	Past Simple
be	was / were	begin	began
break	broke	bring	brought
build	built	buy	bought
catch	caught	choose	chose
come	came	cost	cost
cut	cut	do	did
draw	drew	drink	drank
drive	drove	eat	ate
fall	fell	feel	felt
fight	fought	find	found
fly	flew	forget	forgot
freeze	froze	get	got
give	gave	go	went
have	had	hear	heard
hold	held	hit	hit
keep	kept	know	knew
learn	learnt	leave	left
lead	led	let	let
lie	lay	lose	lost
make	made	mean	meant
meet	met	pay	paid
put	put	read	read
ride	rode	run	ran
say	said	see	saw



Present	Past Simple
sell	sold
set	set
sing	sang
sleep	slept
spend	spent
steal	stole
take	took
tell	told
understand	understood
wear	wore
write	wrote

Present	Past Simple
send	sent
shut	shut
sit	sat
speak	spoke
stand	stood
swim	swam
teach	taught
think	thought
wake	woke
win	won



Wow! OK, so how do I learn these verbs?

There are lots of things you can try:

- Make cards to test yourself – put the infinitive on one side and the past on the other.
- Write sentences with different verbs in them. Include some negatives.
- Make up stories and record yourself. The story could just be about what you did last weekend.
- Do practice activities online. You can start by doing the ones on the LearnEnglish Teens website. Follow the link below!



OK, I'm going to start learning them now!

**Characters from the video to cut out:**

**Daisy**



**Oliver**



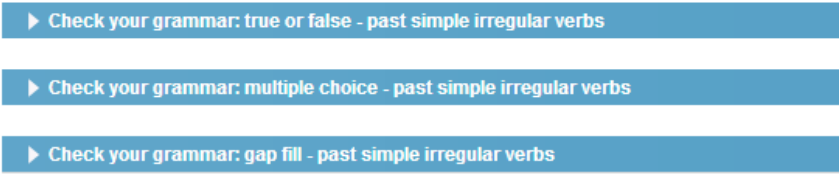
**Sophie.**



## Option 2: Data Projector

<b>Preparation</b>	<p>Follow the lesson plan for Option 1, introducing the following changes:</p> <ol style="list-style-type: none"><li>1. Instead of reading the story to the students, play the video at <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs</a> 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.</li><li>2. Go to <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs</a>, click on the icons shown below and do the exercises with the whole class together (only if you have internet access).</li></ol> <div data-bbox="518 907 1362 943" style="background-color: #4F81BD; color: white; padding: 2px; margin: 5px 0;"><p>▶ Check your grammar: true or false - past simple irregular verbs</p></div> <div data-bbox="518 974 1362 1010" style="background-color: #4F81BD; color: white; padding: 2px; margin: 5px 0;"><p>▶ Check your grammar: multiple choice - past simple irregular verbs</p></div> <div data-bbox="518 1041 1362 1077" style="background-color: #4F81BD; color: white; padding: 2px; margin: 5px 0;"><p>▶ Check your grammar: gap fill - past simple irregular verbs</p></div> <ol style="list-style-type: none"><li>3. Distribute Worksheet 2 and set it for homework (together with studying Worksheet 3 on the walls – just like in Option 1).</li></ol>
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## Option 3: Computer Lab

<b>Preparation</b>	<p>Follow the lesson plan for Option 1, introducing the following changes:</p> <ol style="list-style-type: none"><li>1. Instead of reading the story to the students, play the video at <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs</a> 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.</li><li>2. Put the students into pairs or small groups. Ask them to go to <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs</a>, click on the icons shown below and do the exercises with their partners. Check with the whole class afterwards.  </li><li>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.</li></ol>
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