

# The Simple Past Tense

Classroom and Home Study Resources



was

were

had

-t

-d

-id

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# EFL – The Simple Past Tense

The main aims of these resources and activities are to:

- Introduce the concept of simple past tense to young learner EFL students and connect it to the key past tense phrases: *yesterday, last week, last month, last year*.
- Improve students' abilities to recognize past tense verb forms in texts.
- Introduce and develop awareness of –ed pronunciation -t / -d / -id
- Introduce and develop awareness of common irregular verbs.

## Resources include:

- Levelled Drilling Worksheets for introducing concept of past tense.
- Fun flashcard consolidation guessing games.
- *Ranter Roach & Ice-Creamerino* Past Tense Awareness Activities.
- Past tense –ed pronunciation video (-t/-d/-id) and accompanying worksheets.
- Irregular Past Tense Verbs video and accompanying worksheets.
- Generic Past Tense Worksheets for classroom or homework purposes.
- Past tense Kahoot quizzes.

All resources can be found in the Teachers' Section of [www.theranterino.com](http://www.theranterino.com)  
(right next to where you found this document).

# Levelled Drilling Worksheets for introducing concept of past tense.

In many languages the past tense, as in the English form, doesn't exist. Or, it exists in a form completely different to English. For EFL students who may be used to a very different way of talking and writing about the past, it's important to develop a simple link between common words and phrases used with past tense. Namely, *yesterday*, *last week*, *last month* and *last year*. This helps the students to clearly see a logical grammatical pattern. Within a very short amount of lesson time, if they are using the word *yesterday*, they can quickly recognize that they need to say *went*, not *go*, *said* not *say* etc.

Repeat lesson process for *yesterday* on the next page in the next 3 lessons with the worksheets for *last week*, *last month*, *last year*. After these 4 lessons students will have been sufficiently drilled to

- a) understand how English past tense sentences are formed
- b) to know some common past tense verb form such as *went*, *said*, *played*, *ate*, *was*.

# Levelled Drilling Worksheets for introducing concept of past tense.

1. Write the word *yesterday* on the board. Ask the class to tell you the date/day yesterday, just to make sure the students know the meaning. Go back to the word *yesterday* on the board and make a simple sentence (Yesterday I ~~go~~ went to school at 7 o'clock). Now ask students to teach you how to say that sentence in their L1 (if you don't know already, great. You will learn something too). Try repeating it a few times and make a real mess of it. The students will laugh and by repeatedly failing to say it correctly you are re-enforcing the concept of the past tense sentence in their own L1.
2. Repeat the step above with *last week*, *last month*, *last year*. Now the whole class is fully familiar with the concept of past tense.
3. Guessing Game. Clear the board and add two empty columns. Ask the students to guess what the Ranterino did yesterday. As students offer random answers, write up the verbs they use on the board. Put the verbs up in both simple present and simple past in the two columns so students start seeing the combinations. After a number of verbs are up on the board, tell the class that Yesterday he ate bread for breakfast. Write the sentence on the board and ask for a volunteer to come up and draw a picture of the Ranterino eating bread for breakfast. Give the student a time limit of 20 seconds, then ask another volunteer to come and finish the picture. Then another until the picture has been completed.
4. Show students Worksheet 1 and tell students they have just 3 minutes to draw the three pictures to match the three sentences. After 3 minutes take a few of the funniest examples to show the whole class.
5. Now direct students to Worksheet 2 and tell them to complete three sentences about themselves, with drawings. Encourage them to think of sentences using the past tense verb forms already on the board from earlier.
6. Use worksheet 3 & 4 for fast-finishers / homework.

# Fun Flashcard Consolidation Guessing Game

After 4 lessons of worksheet drilling (albeit being done in a fun, silly way) it is time to get students thinking by themselves and trying to produce their own grammatically correct simple past tense sentences.

The Flashcard Guessing Game is a fun way of doing this. For the teacher, it is also an excellent opportunity to check how much each and every student has taken on board over the first 4 lessons.

It's important that this lesson has a competitive edge. Using points, cards or other reward systems will prove good, as always, for motivation. Putting the students into small groups of four is the best.

The Flashcard Guessing game can be covered in one lesson, in two parts, as follows on the next page:

# Fun Flashcard Consolidation Guessing Game

1. Start the lesson with a quick warm up activity. Say a present tense verb (go) and ask for the past tense. When a student says *went*, ask that student to choose another verb and say the present tense form. Ask the rest of the class to listen and raise their hand if they know the simple past tense of that verb. Repeat this a few times, awarding points / bonus cards.
2. Now tell students that you are thinking of a past tense verb. Ask students to try and guess it. Again, let a few students try and then choose one of their answers as correct and award points/cards. (It doesn't matter if they guess right or wrong. You haven't even got a word in your head. You are just getting them to revise and self-drill their knowledge of past tense words.)
3. Tell students that yesterday the Ranterino did something interesting. Hold up one of the flashcard strips to a student near the front and ask them to read out what it says: Yesterday **he** ate **a** frog. This should get a few laughs and groans from the students.
4. Choose another flashcard strip but don't show the class this time. Say the first key black word from the flashcard strip and invite students to guess what the Ranterino did. After a few guesses, tell the students the second key word in black. After a few more guesses, tell them the third key black word. By now someone should be close to the correct guess. When someone gets the answer, ask them to come up to the front of the classroom. Get them to choose a new flashcard strip. They now take on the teacher's role and repeat the guessing game process using the key black words. Repeat with another 2-3 students.
5. Show the students the blank flashcard strips and tell them that they need to complete one each. Hand each group of four students a set of four blank strips. Give them a couple of minutes to come up with four sentences. Teacher should monitor each group and check they are producing grammatically correct past tense sentences. Now ask one member of one group to come up, give a key word and see if the other groups can guess. Award points/ bonus cards accordingly if anyone guesses correctly. If no one can guess correctly, give the group who made the sentence the points/ bonus card. Repeat this process until every group has had at least one opportunity to come up to the front.



# *Ranter Roach & Ice-Creamerino* Past Tense Awareness Activities.

At this stage of our lessons the students are now familiar with a small number of past tense verb forms and they are comfortable with the basic concept and grammatical make up of simple past tense sentences. Although not explicitly taught yet, or even mentioned, the students possibly have an awareness now that there are two types of past tense –regular –ed words, and the irregular form that either stay the same or change into other words (such as *went, said, ate*).

The following 2 lessons are set up to try to expose students to more past tense verbs, and to see if they can guess new irregular verbs in past tense that they come across.

The first lesson focuses on using the text for the story *Ice-Creamerino*. The second on *Ranter Roach* as follows on the next pages:

# Ice-Creamerino Past Tense Awareness Activities.

1. Put students into small groups of four.
2. Start the lesson by asking students what they did last night. Instantly correct the verb forms if student answer with present tense.
3. Tell students that today they will watch and read a story, which happened last night. Write the following words on the board: *last night, dream, ice-cream, the Ranterino, the Ranterina, scream, yawned*. Ask students to guess the story. Now tell the students that they will watch the video story for Ice-Creamerino on YouTube.
4. Tell the students they must watch the story for two things: a) to see if their predictions came true. b) to count how many times they see the word **was**. (\*It appears 8 times in the story). Get the whole class to feedback on their ideas/count of **was**. Award points to students who predicted/counted correctly.
5. Now ask students to guess how many times they think the following words appear in the story - **said** (three times) **went** (twice).
6. Let students watch the YouTube video again and count the *said*s and *went*s. Bonus points for the students who guessed closest.
7. Wrap up the lesson by asking students to shout out any other past tense words they remember from the video. Add a few to the board. Now show them the video one more time and tell them each group needs to find at least 10 past tense words from the story to get bonus points/cards. Hand out some scrap paper for each group to write on and play the video for the final time. (The past tense verb forms in the story, apart from the ones already covered in the lesson are as follows – *had, licked, gave, couldn't see, walked, squashed, fell, ran, asked, scooped, told, stepped, held, came, grabbed, laughed, woke up, opened, yawned, rubbed, got looked, let, could, called*).

# Ranter Roach Past Tense Awareness Activities.

1. Put students into small groups of four.
2. Start the lesson by asking students what they did yesterday. Instantly correct the verb forms if student answer with present tense.
3. Tell students that today they will watch and read a story, which happened yesterday. Write the following words on the board: *cockroach, the Ranterino, saw, jumped, closed, door, pillow, sandwich, yummy*. Ask students to guess the story. Now tell the students that today they will watch the video story for *Ranter Roach* on YouTube.
4. Tell the students that before they can watch the video story they must do a quick match up activity:  
Worksheet 1 Today v. Yesterday.
5. Once the whole class has matched up the present and past tense words on the worksheet, show them Worksheet 2– How Many Times...? Go through the list and check all students understand the meaning of the words by asking them to tell you the present tense forms (went, stood up, jumped, saw, said, started, closed). Tell them that in their groups they must check to see how many times the Ranterino did each of the verbs in the story.
6. After the first viewing, ask each group to discuss their results. Most likely, each group will want to watch the video again to check their results. Remind them to use good teamwork skills and to divide up the work load between each student. Show the video again and let each group check it's numbers once more.
7. Now collect in one 'master' worksheet from each group. Read out each group's results first, then tell the whole class the actual results (on the Teacher's Copy Worksheet). Award points, bonus card to the group(s) that got the closest to the correct set of numbers.
8. Wrap up by asking the students if they would like to eat a cockroach. Why (not)? What is the worst food they have ever tried?

## Past tense –ed pronunciation video (t/d/id) and accompanying worksheets.

1. Run through the concept of –t/-d/-id pronunciation and show the whole class some examples of –ed words. Add three columns on the board and add in a few examples to each column. Ask students to shout out a few more –ed past tense verbs and ask them to put them into the correct column.
2. Watch Part 1 of the *Past Tense Pronunciation -t/-d/-id* YouTube video and make sure the whole class shouts out the words they hear. Watch Part 1 again with the sound turned down and ask the class to read through all of it and shout out the words themselves. Give the class feedback on which words were said (in)correctly.
3. Brainstorming activity. Put students into small groups of 3-5. Tell them that they will soon watch Part 2 of the video. Tell them they will see 30 verbs in both present tense and past tense –ed form. Tell them before they watch the video they must try and guess which past tense –ed verbs they will see in the video. Show students the Video Worksheet. Hand them out and give each group 5 minutes to add as many –ed words as they can into the three columns. Hopefully, this activity will consolidate their understanding of the concept of –t/-d/-id and it will also allow them to freely experiment with –ed words they already know and focus on their pronunciation. If necessary, give the class more than 5 minutes to complete their guesses.
4. Now watch Part 2 of the video as a whole class, encouraging students to shout out both present and past tense forms of each of the 30 verbs they see.
5. Whole class feedback on the guesses on their Video Worksheets. Award points / bonus cards accordingly. Use this activity as a cooler, checking students' new awareness of pronunciation of –ed ending past tense verbs.
6. Homework – send students off with any or all –t/-d/-id Worksheets 1-4.

# Irregular Past Tense Verbs video and accompanying worksheets.

Note\* For part of this lesson(s) your students will be making Kahoot quizzes. They will need Kahoot accounts. You can either incorporate setting up Kahoot accounts for students as a tech/e-learning element of the lesson OR get them to set up their Kahoot accounts prior to the lesson. Either way, students will need to use their school email accounts to get an account.

1. Warm up. Ask students to verbally recap the concept of -t/-d/-id pronunciation of -ed words and elicit some examples. Now write on the board the word GO. Ask for the simple past tense. Hopefully someone will say WENT. Run through the concept of a fourth column of past tense – the Irregular Verbs - and add a few examples to the list. Get students to shout out any other irregular past tense verb forms they know.
2. Watch the Irregular Past Tense Verbs Top 50 You tube video as a whole class. Make sure students shout out the irregular words they see and hear. Although some irregulars will be new to students, a lot of the words should be familiar to them already.
3. Tell students they are going to make their own Kahoot quizzes, based on irregular verbs. Split the class up into pairs or groups of 3-5 students. If they are unfamiliar with the process of signing in / up, you will need to go through this with them step by step. But first...



# Irregular Past Tense Verbs video and accompanying worksheets.

5. On the board add a couple of example questions which students can use as a template for their own Kahoot quiz questions. For example:

The woman \_\_\_\_\_ she was hungry.

told / did / was / **said**

I \_\_\_\_\_ so bored yesterday.

were / **was** / amed / wered

6. Hand out the tablets/get students to the computer room accordingly.
7. Give groups enough time to input 5-10 questions based on irregular past tense verb usage. Tell them to reference the Top 50 Irregular Verb list (on the next page).
8. Next lesson can be spent playing all the groups' Kahoot quizzes.



## Top 50 past tense irregular verbs:

say said    make made    go went    take took    come came  
see saw    know knew    get got    give gave    find found  
think thought    tell told    become became    show showed    leave left  
feel felt    put put    bring brought    begin began    keep kept  
hold held    write wrote    stand stood    hear heard    let let  
mean meant    set set    meet met    run ran    pay paid  
sit sat    speak spoke    lie lay    lead led    read read    grow grew  
lose lost    fall fell    send sent    build built  
understand understood    draw drew    break broke  
spend spent    cut cut    rise rose    drive drove    buy bought  
wear wore    choose chose

# Generic Past Tense Worksheets for classroom or homework purposes.

**Printable Present and Past Tense Verbs Awareness Worksheets.**

**For use with any Ranterino story in class or at home.**

**WORKSHEET 1 (SHEETS A-J): REGULAR AND IRREGULAR PAST TENSE VERBS  
PICTURE DESCRIPTION SENTENCES**

**WORKSHEET 2: PAST TENSE VERB HUNT**


**WORKSHEET 3: PAST TO PRESENT VERB CONVERSION**

**WORKSHEET 4: PRESENT TO PAST VERB CONVERSION**

**WORKSHEET 5: WHAT DID THE RANTERINO DO WITH THESE VERBS LAST WEEK?**

**WORKSHEET 6: LEVEL A BOOKS MEGA PAST TENSE WORD SCRAMBLE**

**WORKSHEET 7: PAST TENSE OPEN-ENDED SENTENCE WRITING**



You can use the Generic Past Tense Worksheets for more classroom fun or homework activities encouraging students to read Ranterino stories online and develop their self-directed study skills.



# Past Tense Ranter8or Kahoot Quizzes

After steadily working through all these simple past tense lessons, what better way to finish off than with a few fun Kahoot quizzes.

There is a full explanation of the Ranter8or Kahoot quizzes in the Teachers' Section at [www.theranterino.com](http://www.theranterino.com). Have a look there if you are new to Kahoot.

If you are familiar with Kahoot and you have an account, just go into the Public Kahoots Search section and type in Ranter8or. To find the Ranter8or past tense quizzes, scroll down through the quizzes and locate these:

Ranter8or Level 2 Game 7/8 – Tenses

Ranter8or Level 3 Game 7/8 - Tenses (Past tense -ed pronunciation, -t/-d/-id)

Ranter8or Level 4 Game 7/8 – Tenses



\* If you type the full title of the quiz into the Public Kahoot Search, it will not recognize it as valid. So remember, just search for Ranter8or first, then scroll down to find the Kahoot quizzes you want.

Have fun Learning!

[www.theranterino.com](http://www.theranterino.com)