



CHAPTER

4

Verbs: Review

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4.1

REVIEW OF PERFECT TENSES

1. TIME LINE

Materials: Board

Dynamic: Whole class

Time: 15 minutes

Procedure:

1. Draw a time line on the board.
2. Ask for a student volunteer to provide dates and facts about past events in his/her life. Write them on the time line.
3. Ask the class to predict what this student will do in the future. Write the suggestions on the time line.

Example:



4. With the help of the class, write two sentences based on the time line for each of the perfect tenses.

Examples:

- a. Before John came to the United States, he had finished high school.
 - b. He has been studying English since he came to the United States.
 - c. He will have returned home by the time he gets married.
5. For homework, have the students make their own time line and write two sentences for each of the perfect tenses based on their time line.

SUGGESTION: *Cash register tapes are inexpensive and make good time lines. Instead of doing a volunteer time line on the board, you can divide the class into groups and have each group construct a time line for one of its members. Then put the tapes on the walls and have another group make sentences using some other group's time line.*



4.2

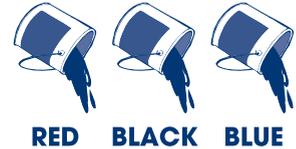
REVIEW OF ALL VERB FORMS

1. SONG

Materials: Worksheet of lyrics based on models in Chapter 3
Tape and tape player (optional)

Dynamic: Pairs

Time: 20 minutes



- Procedure:**
1. Prepare a handout for each student of song lyrics with verbs omitted (make sure to omit only verbs whose tenses/forms the students can figure out from context). Sometimes many different forms can work in the song.
 2. Divide the class into pairs, and have each pair work on the song to fill in the missing verb forms.
 3. Go over the answers together, or listen to a tape of the song to check answers. Be sure to explain where more than one answer is possible even if it is not the one in the song.

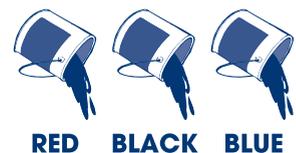
NOTE: Choose a song that has verb forms appropriate to your level. If you find a song that is appropriate for reviewing forms that you have covered but has one or two forms you have not studied, simply leave those in the song. Some good songs for this activity are “Rocky Raccoon” (Lennon and McCartney, sung by the Beatles) and “It Doesn’t Matter Anymore” (Paul Anka).

2. ERROR ANALYSIS DRAW

Materials: Worksheet 28A or 28B, cut into strips, or make your own

Dynamic: Teams

Time: 25 minutes



- Procedure:**
1. Divide the class into two teams. Have them stand or sit on opposite sides of the room. If your class is large, you can divide the class into several teams.
 2. A student from the first team comes to the front of the class and selects a strip. He or she reads the strip aloud and decides if the sentence is correct or incorrect. If it is incorrect, the student must correct it.

NOTE: *It is probably best not to let the team help, but if you are using small teams or want more interaction, you can have the team discuss the sentence. For scoring purposes, accept only the answer given by the student who selected the strip.*

3. If the sentence is correct and the student says so, the team receives a point. If the sentence is incorrect and the student correctly identifies it as such, the team receives a point. The team receives one more point for correcting it. If the student identifies a sentence as incorrect but fails to provide an accurate correction, the other team (or next team if you have more than two) can “steal” a point by correcting the sentence. That team then takes the next turn.

SUGGESTION: *Make your own strips so that the grammar covered accurately reflects the content of your course. Use the worksheet as a model only if it is appropriate for your class. Cash register tapes work well for make-your-own strips because they can be seen by everyone. They can be purchased at office supply stores or large variety stores.*

3. BOARD GAME

Materials: Worksheet 29A (lower level) or 29B (higher levels)
Die for each team, one marker for each student

Dynamic: Groups

Time: 20 minutes

- Procedure:**
1. Divide the class into teams of approximately four. Distribute a copy of the worksheet to each team.
 2. Students roll to see who goes first. The students move their markers around the game board. When a player lands on a square with a sentence, he/she must correct the sentence. If the group judges the corrected answer to be accurate, the student may roll again. If not, the turn passes to the next student. The players should not discuss the correct answer when an incorrect answer has been given since another player may land on that same space and have a chance to give an answer.
 3. Circulate among the groups to see how they are doing and to act as judge if the group cannot decide if an answer is correct. The first player in each group to reach the end is the winner.



4. MIXED-UP ANSWERS

Materials: Board

Dynamic: Teams

Time: 10 minutes

- Procedure:**
1. Divide the class into two teams and have them line up on either side of the board.
 2. On each side of the board write the same short answers, but in mixed-up order (so that a student on one team cannot simply look over and see where his/her counterpart is marking).



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Sample short answers:

Yes, I do.	Yes, I am.
No, he wasn't.	No, I didn't.
No, we didn't.	Yes, I do.
Yes, she is.	Yes, she is.
Yes, I am.	No, we didn't.
No, I didn't.	No, he wasn't.

3. The first student from each team comes to the board. Ask a question. The students try to circle the answer as quickly as possible. The first student to circle the correct answer gets a point for his/her team.

Sample questions:

Do you have a sister?
Did you eat lunch today?
Did we have class yesterday?
Are you in level 2?
Is John's sister married?
Was Tom late for class today?

NOTE: *The questions can be about your class or not. The students do not need to know if the answer is yes or no. They are looking for the correct verb form that answers the question. It is recommended that you do not have both yes and no answers (for example: "Yes, I do" and "No, I don't") that could be appropriate to a question. There should only be one possible answer for each question asked.*

Variation: Use tag board sentence strips attached to the board. Students check next to the strip; their marks can be erased without erasing the sentence, and you can reuse the strips in other classes.

5. SHORT ANSWERS

Materials: Worksheet 30

Dynamic: Small groups

Time: 20 minutes

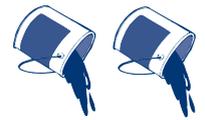
- Procedure:**
1. Divide the class into groups of three or four.
 2. Give each group approximately 5 cards with short answers on them. Have the group work together to create appropriate questions for the answers.

Example:

Sample card: Yes I did.

Student question: Did you eat breakfast this morning?

3. Have each group read aloud its questions and answers and have the other groups decide if they are good matches. Another way to go over the questions is to have each group read the questions they have created and have the other students provide the short answers. If the question matches the answer given to the group on the card, the group has done a good job of creating a question. (Either a *yes* or a *no* answer is acceptable.)



BLACK BLUE

6. TIME CHART

Materials: Worksheet 31

Dynamic: Pairs

Time: 15 minutes

- Procedure:**
1. Divide the class into pairs. Give each pair a copy of the worksheet. The students make sentences as directed, using the information in the chart.
 2. When all pairs are finished, call some students to the board to write their sentences. The class decides whether they are correct. If not, correct the sentences.



BLACK BLUE

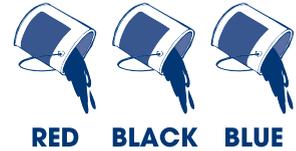
7. DICE SHOOT

Materials: Dice of various colors (two different colors per pair)

Pencils, 3" x 5" cards

Dynamic: Pairs

Time: 15 minutes



- Procedure:**
1. Have the same number of cards and dice as you have students. Head each card with the name of the color of one of the dice. Under the heading for one of the colors, number from one to six. Next to each of those numbers, write a subject. On the other card, write a different color, number from one to six and write six infinitives.
 2. Divide the class into pairs. Give each pair two dice (in two different colors) and the cards corresponding to the colors.
 3. Set a timer for three minutes.
 4. One player in each pair rolls the dice. He/She then looks at the paper with the same color as that die and notes the subject that matches the number rolled. He/She next looks at the paper that matches the color of the second die. He/She selects the infinitive corresponding to the number rolled on the second die. Now he/she makes a sentence using the subject and infinitive, making sure the verb agrees with the subject. If the player is correct, he/she receives one point.
 5. Repeat the process with the second student in the pair. The person in each pair with the most correct matches wins.

NOTE: *This can be used with any verb tense, but be sure to tell the class which tense they are expected to use.*

8. ERROR ANALYSIS

Materials: Worksheet 32A or 32B

Dynamic: Pairs/Small groups

Time: 20 minutes



- Procedure:**
1. Arrange students in pairs or groups of three. Give each group a copy of the worksheet (Worksheet 32A for lower-level classes, Worksheet 32B for higher-level classes). Have the students find and correct the verb mistakes in the passages.
 2. When the pairs or groups seem to be done, go over the worksheet together, explaining (or having the students explain) the reason for the changes.

NOTE: *Refer to the Answer Key if you want to provide students with copies of the correct versions.*



Worksheet 28A: ERROR ANALYSIS DRAW (LOW LEVEL)



She isn't happy here.

Yoko is in class now.

He don't eat lunch with us.

My cousin live very far away.

I never do eat Mexican food.

I am going to be in class tomorrow.

She has a big yellow dog with two spots.

What time go you to class everyday?

How many dogs does you have?

Is pretty your sister?

I often go to the movies.

Do you have a VCR?

Sam and his father was happy to see us.

Were your aunt a teacher?

I going to the grocery store after class today.

My brother sings right now.

My brother is home because he usually did his homework in the afternoon.



Worksheet 28B: ERROR ANALYSIS DRAW (HIGHER LEVELS)



We hasn't been very lucky recently.

She will have gotten married before she is moving to New York.

My wife is seeing the doctor now.

The grass is green.

A pencil was made of lead and wood.

My husband and I was married since 1985.

The news are exciting these days.

I usually have eaten lunch before 1:00.

She is always yelling at me.

He hadn't met many famous people in Los Angeles before he leaves.

He had gotten married before he came here.

My uncle is working on a book.

It will rain tomorrow.

I have met your sister.

Chris does from Switzerland.

She is the laziest person I have never met.

I have eaten here many times.



Worksheet 29A: BOARD GAME (LOW LEVEL)

START →		You has a book.	Is Mary sleep?	GO AHEAD 3 SPACES	She doesn't happy here. ↓
GO BACK 2 SPACES ↓	Does she has a sister?			I going to be in class tomorrow.	They studied at the library next Monday. ←
ROLL AGAIN →	I did not walked to school.	I often goes to the movies.	Did he brought the money?	GO AHEAD 4 SPACES	She'll will go to the bank. ↓
ROLL AGAIN ↓	When she will arrive?		I will go to the zoo last weekend.		Why came you to class? ←
GO AHEAD 2 SPACES →	GO AHEAD 2 SPACES	Yoko was in class now.	ROLL AGAIN		Did Mary lives in New York? ↓
LOSE A TURN ↓	She hasn't two brothers.	I sit in class right now.	LOSE A TURN	We doesn't have a car.	ROLL AGAIN ←
GO AHEAD 1 SPACE →	A bird is flying because it has wings.	GO BACK 1 SPACE		She have a big yellow dog with two spots.	Rick is wearing jeans every day. ↓
LOSE A TURN ↓	It wears a dress.		I was sorry I break the dish.	He is going to the beach every day.	←
GO AHEAD 3 SPACES →	What time you eat dinner?	GO AHEAD 3 SPACES	ROLL AGAIN	Yes, he wasn't late.	↓
STOP! YOU REALLY KNOW YOUR VERBS! ↓	I see you last night.	Mary and her sister has a cold.	GO AHEAD 3 SPACES		Thomas didn't likes turkey. ←



Worksheet 29B: BOARD GAME (HIGHER LEVELS)

START →		I saw that movie five times.	I had eaten here many times.	GO AHEAD 3 SPACES	My dog barks when it rained. ↓
GO BACK 2 SPACES ↓	I know her before I met her at the party.		I bought groceries because I will make dinner.		← He has gotten married before he came here.
ROLL AGAIN →	My wife seeing the doctor now.	I usually has eaten lunch before 1:00.	The child have seen his mother leave.	GO AHEAD 4 SPACES	↓
↓	I was 20 years old – and you?		She is yelling at me last Tuesday.		← GO BACK 1 SPACE
→	GO AHEAD 2 SPACES	I never eaten such strange food before.	It is rain tomorrow.		I am knowing you for 3 years. ↓
↓	I hasn't met your sister.	She was studying while I am eating.	LOSE A TURN	They has often been late for class.	← ROLL AGAIN
→ Do you need help? I'm going to carry those boxes for you.	Lorenzo does from Italy.	GO BACK 1 SPACE		John has many girlfriends during his life.	↓ I have eaten sushi before I went to Japan.
LOSE A TURN ↓	I have caught a cold last night.		Lisa and her sister was walking to class today.	I am always brushing my teeth in the morning.	←
→ The earth was round.		GO AHEAD 3 SPACES	The store opening at 9A.M.	I have met your fiancé yesterday.	STOP! YOU REALLY KNOW YOUR VERBS!



Worksheet 30: SHORT ANSWERS



Yes, I have.	No, we haven't.
Yes, I did.	No, he didn't.
Yes, she had.	No, they hadn't.
Yes, we were.	No, she wasn't.
Yes, I had been.	No, it hadn't been.
Yes, he was.	No, it wasn't.
Yes, you did.	No, you weren't.
Yes, they had.	No, it hadn't.



Worksheet 31: TIME CHART

TIME	ACTIVITY
6:30 A.M.	get up
7:00 A.M.	fix breakfast
7:45 A.M.	leave for school
9:00 A.M.	attend a math lecture
12:15 P.M.	talk to friends
12:30 P.M.	eat lunch
2:30 P.M.	study in the library
4:30 P.M.	leave for work

Using the chart above, write sentences using the verb tenses indicated below. You may write in any person, but make sure the verbs agree with your subject. Also, you may use two subjects in your sentence if you want.

1. (simple present) _____
2. (present perfect) _____
3. (past perfect) _____
4. (past progressive) _____
5. (future) _____
6. (future perfect) _____



Worksheet 32A: ERROR ANALYSIS (LOWER LEVEL)

Work with your group or partner to find all the mistakes involving verbs (tense, form, or agreement).

1. My brother don't like coconut. Can you believe it? I never met anyone else in my life who felt this way. It seem very strange to me. What was there about coconut that he don't like? It seemed very inoffensive to me. Perhaps, he says he don't like it in order to get attention. When he refused to eat a coconut cookie or cake with coconut frosting, he gets a lot of attention and people try to figure out why he disliked it so much. Of course, my brother always will deny this, but I think that was the real reason.
2. When I first move here 10 years ago, it gets cold in December and January. In fact, the first two years, we have a freeze which killed all of my outdoor plants. As a result, I decide not to try to grow anything else. Now, however, it is staying pretty warm all winter. In fact, just the other day I wear shorts and a T-shirt. The sun shone and I felt as if it were summer! I can't resist calling my family and friends back home to brag about the good weather here.
3. Last week my brother-in-law was taking me to the desert about 45 minutes away and we stay there a couple of days. One of the reasons why we went there is to shoot rifles just for fun. He sets up some cans and bottles for targets and shot at them. He also lets me shoot his rifle. It is the first time I am shooting a gun and I feel very scared. Even though I can see how much he enjoy target practice, I thought gun ownership should be limited.



Worksheet 32B: ERROR ANALYSIS (HIGHER LEVEL)

Work with your group or partner to find all the mistakes involving verbs (tense, form, or agreement).

1. I first learn about this English program from a teacher at my school back home. Surprisingly, it isn't my English teacher, but rather my history teacher. He attends this program when he was a university student. He told me how good this school is and what an interesting city this is. However, he warns me that he has been a student here many years ago and that sometimes things are changing. I have noticed some changes, but basically, I had found this to be a good program with friendly teachers. I also enjoyed living in this city.
2. One of the most important decisions in life is deciding on a job. I first come to this country without knowing any English. Therefore, I have a hard time finding a job. I applied everywhere, but no one call me for a job. For that reason, I had attended college and take some classes that help me to have a good career. Now I have almost gotten my AA degree. After I am attending college for one year, I applied at a shoe store, and they hire me right away. My plans are to transfer to the university; after that, I can easily found a better job.
3. My son became a "snackaholic." There was a time when he eats three big meals a day. Now, he only want to snack. Popcorn, cookies, candy, soft drinks: these is his favorite foods. He has seemed to want to eat constantly, but only sweets or chips. What has happened to my good little eater? Could it be that he follows the example of his parents? I guessed we better look at our own eating habits!