QualityTime-ESL" presents…

Your English No. 65

Was It Love? (1) - Story with Irregular Verbs of Groups 1 & 2

Student No. 1 will “train” their partner by having them repeat:

Here is the first set of irregular verbs from groups 1 and 2. Listen and repeat.

| lead | say | feed | breed | leap | feel | sleep | weep | keep | hear | dream |

Listen and repeat the story in the simple present tense. (Irregular verbs are in bold.)

A pretty young woman leads a nice, calm life. She says she is contented. At 5.00 in the morning she feeds the ducks that she breeds. Her dogs leap with joy on seeing her. She feels happy watching the sunrise. The children are in their rooms. They sleep in their small beds. They never weep about anything. They keep quiet until they hear the alarm clock, and they dream about traveling to foreign countries.

Listen and repeat the story in the simple past tense.

A pretty young woman led a nice, calm life. She said she was contented. At 5.00 in the morning she fed the ducks that she bred. Her dogs leapt with joy on seeing her. She felt happy watching the sunrise. The children were in their rooms. They slept in their small beds. They never wept about anything. They kept quiet until they heard the alarm clock, and they dreamt about traveling to foreign countries.

Student No. 1 will “train” their partner by explaining and then conducting the following exercise:

In the next exercise you will work as a “tense” interpreter. I will read sentences in the simple present, and you will put these sentences into the simple past tense. Listen to the examples.

I say: A pretty young woman leads a nice, calm life. I say: She says she is contented.
You say: A pretty young woman led a nice, calm life. You say: She said she was contented.

Now you go on in the same way. Be sure to speak before I give the answer.

A pretty young woman leads a nice, calm life. The children sleep in their small beds.
A pretty young woman led a nice, calm life. The children slept in their small beds.
She says she is contented. They never weep about anything.
She said she was contented. They never wept about anything.
She feeds the ducks that she breeds. They keep quiet.
She fed the ducks that she bred. They kept quiet.
Her dogs leap with joy. They hear the alarm clock.
Her dogs leapt with joy. They heard the alarm clock.
She feels happy. They dream about traveling.
She felt happy. They dreamt about traveling.
Student No. 2 will “train” their partner by having them repeat:

<table>
<thead>
<tr>
<th>have</th>
<th>smell</th>
<th>burn</th>
<th>creep (up)</th>
<th>build</th>
<th>spill</th>
<th>sweep</th>
<th>leave</th>
<th>slide</th>
</tr>
</thead>
</table>

Listen and repeat the continuation of the story in the simple present tense.

The young woman has her coffee while preparing bacon and eggs. The food smells good. The wood burns in the fireplace, and the cat creeps up to rub her leg. After breakfast the children learn their lessons. Then they build paper planes to fly in the bedroom. Sometimes the children spill the milk for the cat, but they sweep the floor before they leave for school. Outside they slide on the freshly fallen snow.

Listen and repeat the story in the simple past tense.

The young woman had her coffee while preparing bacon and eggs. The food smelt good. The wood burnt in the fireplace, and the cat crept up to rub her leg. After breakfast the children learnt their lessons. Then they built paper planes to fly in the bedroom. Sometimes the children spilt the milk for the cat, but they swept the floor before they left the house for school. Outside they slid on the freshly fallen snow.

Student No. 2 will “train” their partner by explaining/conducting the following exercise:
Now you will put the sentences I read into the simple past tense. Listen to the examples.

I say: The young woman has her coffee. I say: The food smells good.
You say: The young woman had her coffee. You say: The food smelt good.

Now you go on in the same way. Be sure to speak before I give the answer.

The young woman has her coffee. The children learnt their lessons.
The young woman had her coffee. They build paper planes.
The food smells good. They built paper planes.
The food smelt good. Sometimes the children spill the milk.
The wood burns in the fireplace. Sometimes the children spilt the milk.
The wood burnt in the fireplace. They sweep the floor before they leave the house.
The cat creeps up to rub her leg. They swept the floor before they left the house.
The cat crept up to rub her leg. Outside they slide on the freshly fallen snow.
The children learn their lessons. Outside they slid on the freshly fallen snow.

Irregular verbs in Part 1: Students will alternate testing each other.

<table>
<thead>
<tr>
<th>to breed</th>
<th>bred</th>
<th>bred</th>
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<th>had</th>
<th>to say</th>
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</thead>
<tbody>
<tr>
<td>to burn</td>
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<td>burnt</td>
<td>to hear</td>
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<td>to creep</td>
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<td>crept</td>
<td>to lead</td>
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<td>to smell</td>
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<td>to leap</td>
<td>leapt</td>
<td>leapt</td>
<td>to spill*</td>
<td>spilt</td>
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<td>to dream*</td>
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<td>dreamt</td>
<td>to learn*</td>
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<td>to read</td>
<td>read</td>
<td>read</td>
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(*These verbs can be regular or irregular, but we use their irregular forms.)